DOCUMENT RESUME

ED 414 860 HE 030 856

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TITLE College Student Experiences Questionnaire: Norms for the Third Edition, 1990. Part One: Tentative Norms for the 1990s. Part Two: Comparable Responses from the 1980s. Part Three: Bibliography [and] Psychometric Supplement to the CSEQ, Third Edition, 1990.

INSTITUTION California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE 1992-00-00

NOTE 158p.

PUB TYPE Numerical/Quantitative Data (110) -- Reference Materials - Bibliographies (131) -- Tests/Questionnaires (160)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS College Environment; College Libraries; *College Students; Higher Education; *Learning Experience; *Questionnaires; Recreational Activities; Reliability; School Surveys; Social Organizations; Statistical Surveys; *Student Attitudes; Student Characteristics; *Student College Relationship; Student Participation; *Student Surveys; Student Unions; Teacher Student Relationship; Test Norms

IDENTIFIERS *College Student Experiences Questionnaire

ABSTRACT

This document presents tentative 1990-91 norms for the College Student Experiences Questionnaire (CSEQ).The norms are based on student (n=20,513) questionnaires which gathered data from 18 doctoral universities, 21 general liberal arts colleges, 19 comprehensive colleges and universities, and 5 highly selective liberal arts colleges. Data are broken down by type of institution and cover various student characteristics including demographics, year in college, and major. Data for student rankings by type of institution cover: student use of college library facilities, student interactions with faculty members; course learning; art, music and theater experiences; the student union; athletic and recreational activities; clubs and other groups; experiences in reading/writing and science; personal experiences; student acquaintances; campus residence experiences; conversation topics; opinions about the college environment and about benefits from attending college. Data are also included on student progress toward reaching 23 stated goals. Appended are a bibliography, listing papers that concern the use of the CSEQ or the concept of quality of effort as measured by the CSEQ, and a psychometric supplement, which compares the second and third editions, and includes reliabilities and intercorrelations of the CSEQ scales. (SW)

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College Student Experiences Questionnaire: Norms for the Third Edition, 1990

C. Robert Pace

1992

Reprinted by
Center for Postsecondary Research and Planning
Indiana University
1995

HE 030 856

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COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE: NORMS FOR THE THIRD EDITION, 1990

PART ONE
Tentative Norms for the 1990s

PART TWO
Comparable Responses from the 1980s

PART THREE
Bibliography

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Acknowledgements

With the printing of the CSEQ, third edition, 1990, containing a number of new items, and changes in 5 of the 14 activity scale scores, new norms reflecting use of the questionnaire in 1990 and 1991 needed to be published, however representative these results from the two-year period may prove to be when additional data are accumulated. To supplement the 1990-1991 database, we have reproduced the responses from the previously published norms, CSEQ: Test Manual and Norms, covering the period 1983-86, for all items that have been retained in the new edition, so that for nearly 90% of the items for 9 of the 14 activity scale scores users of the latest edition can see how students in the 1980s as well as students in the 1990s answered the questions.

The publication CSEQ: Test Manual and Norms, 1987, also contained extensive statistical analyses of all items, scales, ratings, etc. Some of this information is now also subject to change, given the altered composition of some of the scales. In the future, we plan to reexamine these psychometric properties.

For the previous publication, David Kaplan carried out all psychometric studies, and, together with Karen Lefever, produced the normative percentages, distributions, scores, etc. Both David and Karen were, at the time, employed as graduate research assistants. Both have subsequently obtained their PhDs.

For the 1990-91 norms, all the data were programmed and presented by Susan Swayze, graduate research assistant in the higher education doctoral program at UCLA. Susan will also re-do the psychometric studies for a future publication.

The third part of the present publication is a bibliography. Sara Wakai, graduate research assistant in the higher education doctoral program at UCLA, contributed to this task; and Marisa Fernandez, an undergraduate student at UCLA, also participated in assembling the bibliography.

C. Robert Pace
January, 1992

CSEQ: TENTATIVE NORMS FOR THE 1990s

The CSEQ started its existence in 1979. The notion was that it might be possible, and, if so, valuable to devise a set of scales to measure the quality of effort students put into using the facilities and opportunities for learning and development that college provides. Thanks to the risk-taking willingness of the Spencer Foundation, I was able to spend nearly two years creating, testing, refining, and validating the first edition of this instrument for measuring students' quality of effort. Following its initially subsidized use by a dozen colleges and universities in 1979, word of its existence spread, other colleges expressed an interest, and its availability was expanded and assured by this growing interest.

Neither UCLA, nor any external agency, subsidizes the printing, distribution, processing, or publication of CSEQ results. These activities are all handled through a university budget; but UCLA does not put any money into this budget! It's called an income/expense budget in which the costs of what we do are supposed to be matched by the money we receive for our services; and the policy, indeed the goal, is to end each year with approximately zero profit and zero loss. UCLA does, of course, provide me with an office, and with space for the 2 or 3 research assistants and clerical personnel needed to provide the services; but the CSEQ enterprise pays its own upkeep (equipment, expenses); and all income is assigned to the Regents of the University of California. So far, this arrangement with UCLA has worked very well, which is to say that my guesses about how many colleges and universities will use the CSEQ have been reasonably close to what has subsequently happened; but each year begins with a big question mark about what may happen. We do not have any special resources for marketing and advertising expenses. It may be that this absence of commercialism contributes to the scholarly credibility which the CSEQ program apparently enjoys. At any rate, as of the end of 1991. the CSEQ has been used by about 400 colleges and universities, and used more than once by about 100. Although we do not have any complete knowledge, we estimate that at least 25 doctoral dissertations or master's theses, and 50 or so papers presented at the annual meetings of scholarly and professional societies and many of them subsequently published in journals have used the CSEQ. Moreover, the variable "quality of effort" has been widely recognized as important for research designs in studies of student learning and development. We currently have a bibliography of about 75 items; but we believe this accounts for less than half of the reports about the CSEQ.

The questionnaire is now in its third edition. After reviewing the results from the first four years--1979 to 1982--we made a few changes and published the second edition in 1983. At the end of the next four years--1983 to 1986--we prepared an extensive report entitled CSEQ: Test Manual and Norms, published in 1987. In this monograph we reported detailed analyses of the psychometric properties of all the scales, ratings, etc.--reliabilities, intercorrelations, factor analyses, etc., plus comparative data (responses to all items and measures) from doctoral universities (DUs), comprehensive colleges and universities (CCUs), general liberal arts colleges (GLAs), and highly selective liberal arts colleges (SLAs). This second edition remained in use for the balance of the 1980s. A third edition, published in 1990, has now been used by enough colleges and universities to warrant the publication of new norms. The 1990-91 data are perhaps best viewed as preliminary, but nevertheless worth reporting.

The published norms in 1987 were based on about 25,000 responses from 74 institutions. In the remaining years of the decade, more than 100 other colleges used the CSEQ. From this larger time period, 1983 through 1989, we selected a representative set of 164 institutions, with nearly 69,000 student responses. The table below shows how much more extensive the new total data base was from the published norms.

Published Norms (1983-1986)			Expanded Data Base (1983-1989)		
Type	Institutions	Students	Type	Institutions	Students
DU	25	13,179	DU	51	28,178
CCU	18	6,409	CCU	46	24,269
GLA	22	3,716	GLA	47	9,992
SLA	9	2,002	SLA	20	6,525
	74	25,606		164	68,964

Our initial expectation was that we would publish new norms, using the expanded database. However, when we started to compare the published norms with the new enlarged database we found very few differences. In fact, with a few minor exceptions the new larger set of percentages and scores was almost identical with the published norms, as the following comparisons indicate.

Between two percentages, given the large size of our samples, any difference of 5 percentage points or more would be statistically significant at the .01 probability level. For each of the four types of institutions--DU, CCU, GLA, and SLA--we compared the percentages in the published norms with the larger totals. In the background items there are

70 possible comparisons between old and new percentages. In the Activities items there are 568 possible comparisons (142 items with 4 options each). In the Reading/Writing items there are 20 possible comparisons. In the Opinion items there are 12, and the with the Gains there are 84. So, for the total questionnaire there are 810 comparisons between old and new percentages for each of the four types of schools. The similarity between the published responses and the larger set of schools and responses is remarkable. For the DUs 1% of the 810 comparisons were significantly different; for the CCUs 1% were significantly different; for the GLAs it was 2%; and for the SLAs it was 2%. Thus for 98% to 99% of all the item responses there were no significant differences between percentages.

Two parts of the questionnaire produce scale scores--the 14 activity scales and the 8 environment ratings. Here we set a difference of .5 or greater between mean scores as worth noting. There were no differences this large in any of the environment ratings for any of the four types of institutions. For the activity scales, only on the Dormitory, Fraternity/Sorority scale were there any differences between the two sets of responses. The larger, more recent, set was lower than the published norms at DUs, CCUs, and GLAs. We do not know why these mean scores were lower.

With respect to the Gains, the only topic which revealed a significant difference was "acquiring familiarity with the use of computers", with the larger more recent set of responses showing more students expressing gains.

These similarities in percentages and scores were found despite a few differences in the composition of the students responding to the questionnaire. For example, at the CCUs, the new totals had fewer sophomores (20% vs 25%) and more seniors (28% to 22%); at the GLAs there were fewer transfer students (19% vs 24%), more who said they had lived on the campus (80% vs 74%) and more who were ages 22 or younger (85% vs 80%). At the SLAs there were fewer younger students (89% vs 95%) and more older students aged 28 and older (6% vs 1%). Also there were fewer students who currently live in campus housing (79% vs 84%).

Based on all the above information, we concluded that a revised set of norms for the 1980s was not necessary. Users of the new third edition, 1990, can refer to the previously published norms for about 90% of the items in this current edition.

Differences in content between the second edition, 1983, and the third edition, 1990, are indicated below:

In the Background Items

Major field. Three new majors were added: Foreign Languages, Area Studies, Interdepartmental Majors.

Race/Ethnic Identification. American Indian was added. Changed wording to conform to the 1990 Census language, as follows: from Black to Black, African American; from Oriental or Asian to Asian or Pacific Islander; from Hispanic, Mexican-American, Puerto Rican to Hispanic, Latino; and from White, Caucasian to White.

In Activities Items

Library. One item change. Dropped "Used specialized bibliographies...etc." Replaced by new item,"Checked out books...etc."

Course Learning. One item change. Dropped "Listened attentively...etc." Replaced by new item "Participated in class discussions."

Athletic and Recreation Facilities. One item change. Dropped "Played in any varsity sport...etc." Replaced by new item, "Was a spectator at college athletic events."

Science. Dropped last four items, all related to computers. Replaced by two new items. "Completed an experiment...etc." and "Tried to explain scientific basis for concerns about...etc." Total scale reduced from 12 items to 10 items.

Topics of Conversation. Dropped first four items. Replaced by two new items. "The economy...etc." and "International relations." Total scale reduced from 12 items to 10 items.

In Gains Items

Two items added. "Seeing the importance of history...etc." and "Gaining knowledge about other parts of the world...etc." Total set now 23 instead of 21 items.

Because there are item changes in 5 of the activity scales, the previously published norms for scale scores would not be applicable. For these 5 scales--Library, Course Learning, Athletic and Recreation Facilities, Science, and Conversation Topics--only the new 1990-91 data would be applicable.

The population for the 1990-91 tentative norms is as follows:

Type	Institutions	Students
DU	18	8669
CCU	19	7075
GLA	21	3689
SLA	5	1080
	63	20,513

The shape of this population base is somewhat different from the previously published norms. Both with respect to students and institutions, the DU category is smaller, the CCU category is larger, the GLA category is about the same, and the SLA category is smaller. It is because of these differences that we have described the data as Tentative Norms for the 1990s.

More important, however, is the fact that there are quite a few differences in students' responses between the published norms (1987) and the new 1990-91 norms. These differences are probably not owing to some important change in the behavior of students, rather, they are probably owing to some obvious differences in the institutional composition of the various types. For example, the following are some of these differences: Among the DUs, the 1990-91 group compared with the published norms has proportionately more from the South (33% vs 12%) and proportionately fewer from the Midwest (17% vs 40%). Among the CCUs, this regional representation is reversed, with the new group having fewer from the South (24% vs 50%) and more from the Midwest (32% vs 6%). The 1990-91 proportion of GLAs is heavily represented by schools from the South compared with the schools in the previous norms group (50% vs 14%), and correspondingly underrepresented by schools from the Midwest (5% vs 32%). Over all, across all the institutional types, the 1990-91 group of schools is more southern (37% vs 20%), and less midwestern (20% vs 32) than the geographical distribution of the published norms.

In addition to these differences in the institutions that comprise the two norm groups, there are also some very noticeable differences in the background characteristics of the student bodies. At the doctoral universities, for example, there are 19% of the students in the new norms who are Asian, Pacific Islander, compared with 5% in the old norms. This is accounted for by the fact that the new norms group includes the University of Hawaii. At the CCUs, the new norms show a higher percent of transfer students (39% vs 26%), a higher percent whose parents are not

college graduates (57% vs 51%), and a lower percent who live in campus residence facilities (34% vs 44%). Among the GLAs there are more who live in campus residence (75% vs 64%), and more who are age 22 or younger (86% vs 80%). These figures suggest that the students in the GLA category are more campus-oriented, and those in the CCUs are less campus-oriented than the students were in the 1983-86 norms. At the SLAs the major difference is that a higher percent of the students are women (66% vs 56%), than was true for the earlier norms. This is partly explained by the fact that one of the colleges in the 1990-91 group is a college for women and accounts for nearly one-fifth of the students in the 1990-91 norms group.

In comparisons of student responses to specific items, there are, between the old and new norms populations, differences of five percentage points or more 10% to 15% of the activity items, and 11% of the gains items. There are no noticeable differences between the two groups on the environment ratings or the satisfaction index.

The above differences in composition, characteristics, and responses between the 1983-86 norms and the 1990-91 norms suggest that, for identical items, the norm data for both groups should probably be considered when interpreting local responses.

The specific institutions included in the 1990-91 tentative norms are listed below. In each subcategory, the order in which the institutions are listed corresponds to the number of cases from the institution. Thus, for DUs the largest sample comes from the University of Hawaii, the next largest from UC San Diego, etc.

Institutions in the Tentative Norms

DUs

University of Hawaii	HI
U of California, San Diego	CA
Florida State University	FL
Northern Illinois University	IL
Virginia Tech	VA
Indiana State University	IN
University of Pennsylvania	PA
Washington State University	WA
University of South Carolina	SC
University of Nevada, Reno	NV
St. Louis University	MO
U of Maryland, College Park	MD
Texas Christian University	TX
Vanderbilt University	TN
University of Rhode Island	RI
Hofstra University	NY
University of Oklahoma	OK
Drexel University	PA

CCUs

Jacksonville State University	AL
Towson State University	MD
U of Wisconsin, La Crosse	WI
Northeastern State University	OK
Salisbury State University	MD
Northwest Missouri University	MO
U of Wisconsin, Marathon Center	WI
California State U, Chico	CA
Fort Hays State University	KS
Lynchburg College	VA
Western State College	CO
Plymouth State College	NH
Mississippi University for Women	MS
California State U, Sonoma	CA
Kentucky State University	KY
Central State University	OH
Lincoln University	PA
Northeast Missouri State U	MO
Bloomfield College	NJ

GLAs

Union College	~~NY~~ KY
Keuka College	NY
Allentown College	PA
Carson-Newman College	TN
Hiram College	OH
Bryan College	TN
Mary Baldwin College	VA
Saint Vincent College	PA
Warren Wilson College	NC
Roberts Wesleyan College	NY
Pacific Christian College	CA
Maryville College	TN
Shenandoah College	PA
Mars Hill College	NC
Moravian College	PA
Milligan College	TN
Alderson-Broaddus College	WV
Brescia College	KY
Wesleyan College	GA
Bluefield College	VA
Mount St. Mary's College	MD

SLAs

Carleton College	MN
Gustavus Adolphus College	MN
Regis College	MA
Eckerd College	FL
Hartwick College	NY

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Tentative Norms for the 1990s
(Student Responses in 1990-1991)

The data are presented in the following order:

1. Background Items
2. Distribution of scores, means and standard deviations for each Activity scale
3. Responses to all Activity items
4. Responses to items about Reading/Writing
5. Satisfaction item responses and scores
6. Environment ratings: distributions, means, and standard deviations
7. Responses to gains items
8. Summary of gains: percent indicating "substantial" progress toward each of the twenty-three goals

BACKGROUND INFORMATION

	DU	CCU	GLA	SLA
AGE				
22 OR YOUNGER	82	73	86	97
23-27	12	14	8	2
28 OR OLDER	7	13	7	1
	DU	CCU	GLA	SLA
SEX				
MALE	43	40	37	34
FEMALE	58	60	64	66
	DU	CCU	GLA	SLA
MARITAL STATUS				
SINGLE	94	86	92	100
MARRIED	6	14	8	1
	DU	CCU	GLA	SLA
CLASS				
FRESHMAN	28	25	31	21
SOPHOMORE	17	19	23	25
JUNIOR	21	25	21	19
SENIOR	32	29	25	34
GRAD STUDENT	2	3	0	1
	DU	CCU	GLA	SLA
TRANSFER				
ENTERED HERE	77	67	80	94
TRANSFERRED	23	33	20	6
	DU	CCU	GLA	SLA
LIVED ON CAMPUS				
YES	67	55	80	93
NO	33	45	20	7
	DU	CCU	GLA	SLA
PRESENTLY LIVING				
DORM	44	35	75	85
FRAT/SORORITY	3	1	0	1
APT. NEARBY	13	13	3	5
APT. AWAY	22	33	12	5
WITH RELATIVES	18	19	10	4
	DU	CCU	GLA	SLA
GRADES				
A	11	12	14	7
A-, B+	27	23	27	40
B	31	26	27	35
B-, C+	25	29	25	16
C, C-, OR LOWER	6	9	7	2

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MAJOR	DU	CCU	GLA	SLA
AGRICULTURE	1	1	0	0
ARTS	5	4	6	5
BIOLOGICAL SCIENCES	8	4	7	8
BUSINESS	18	25	18	12
COMPUTER SCIENCE	2	3	2	2
EDUCATION	8	21	16	4
ENGINEERING	9	2	1	0
HEALTH RELATED	7	7	9	2
HUMANITIES	7	3	7	18
PHYSICAL SCIENCE	3	3	4	10
SOCIAL SCIENCES	13	11	16	26
LANGUAGES	1	1	1	3
AREA STUDIES	0	0	0	1
INTERDEPT STUDIES	1	0	1	1
OTHER	16	13	9	5
UNDECIDED	4	4	4	3

ARE PARENTS COLLEGE GRADUATES	DU	CCU	GLA	SLA
NO	40	57	51	24
YES, BOTH PARENTS	34	18	25	53
YES, FATHER ONLY	19	16	16	17
YES, MOTHER ONLY	8	9	8	6

PLAN ADVANCED DEGREE	DU	CCU	GLA	SLA
YES	73	70	74	83
NO	27	30	26	17

ENROLLMENT STATUS	DU	CCU	GLA	SLA
FULL-TIME	96	94	97	99
PART-TIME	4	7	3	1

HOURS/WEEK SPENT ON SCHOOL WORK	DU	CCU	GLA	SLA
ABOUT 50 HOURS	12	7	11	19
ABOUT 40 HOURS	24	19	24	32
ABOUT 30 HOURS	37	37	38	34
ABOUT 20 HOURS	19	25	20	12
LESS THAN 20 HOURS	9	11	8	4

HOURS/WEEK SPENT ON A JOB	DU	CCU	GLA	SLA
MORE THAN 30 HOURS	5	9	5	1
ABOUT 30 HOURS	6	9	5	2
ABOUT 20 HOURS	15	17	10	6
ABOUT 15 HOURS	15	14	18	11
ABOUT 10 HOURS	17	13	31	53
NONE, NOT EMPLOYED	41	39	32	27

EXPENSES PAID BY FAMILY	DU	CCU	GLA	SLA
ALL OR NEARLY ALL	44	35	35	49
MORE THAN HALF	17	14	20	23
LESS THAN HALF	12	13	17	15
NONE OR VERY LITTLE	27	38	28	13

RACE/ETHNICITY	DU	CCU	GLA	SLA
WHITE	65	82	93	92
ASIAN, PACIFIC ISL	19	2	1	4
BLACK, AFRICAN AMER	7	12	3	1
HISPANIC, LATINO	4	1	1	2
AMERICAN INDIAN	1	2	1	1
OTHER	4	1	1	1

ACTIVITY SCALE SCORES

LIBRARY EXPERIENCES SCALE SCORES	DU	CCU	GLA	SLA
36-40	0	0	0	0
31-35	2	3	4	5
26-30	9	9	13	14
21-25	24	27	33	32
16-20	42	38	38	39
11-15	21	19	11	9
10	2	3	1	0
MEAN	19.2	19.7	21.0	21.5
STD DEV	4.9	5.3	5.1	5.0

EXPERIENCES WITH FACULTY SCALE SCORES	DU	CCU	GLA	SLA
36-40	0	0	4	4
31-35	3	5	8	7
26-30	9	11	19	17
21-25	20	23	30	28
16-20	41	41	31	36
11-15	27	20	9	9
10	1	1	0	0
MEAN	19.0	19.9	22.9	22.2
STD DEV	5.2	5.5	5.8	5.8

COURSE LEARNING SCALE SCORES	DU	CCU	GLA	SLA
36-40	9	9	10	10
31-35	21	23	24	28
26-30	34	34	35	38
21-25	29	27	25	18
16-20	8	8	7	6
11-15	0	0	0	0
10	0	0	0	0
MEAN	27.5	27.9	28.2	29.0
STD DEV	5.3	5.3	5.3	5.0

ART, MUSIC, & THEATER SCALE SCORES	DU	CCU	GLA	SLA
43-48	0	0	0	0
37-42	0	0	1	0
31-36	6	4	7	8
25-30	10	8	16	22
19-24	29	24	33	40
13-18	47	53	37	28
12	7	11	5	2
MEAN	19.4	18.3	21.2	22.5
STD DEV	6.0	5.9	6.8	6.3

ART SCALE SCORES	DU	CCU	GLA	SLA
13-16	6	6	9	12
9-12	12	8	14	17
5-8	58	52	59	66
4	27	37	23	13
MEAN	6.3	5.8	6.6	7.1
STD DEV	2.5	2.3	2.6	2.6

MUSIC SCALE SCORES	DU	CCU	GLA	SLA
13-16	6	6	9	12
9-12	18	15	21	29
5-8	65	62	59	56
4	14	18	10	4
MEAN	7.1	6.8	7.8	8.4
STD DEV	2.6	2.7	2.9	2.9

THEATER SCALE SCORES	DU	CCU	GLA	SLA
13-16	3	3	7	6
9-12	10	7	14	17
5-8	55	50	60	64
4	33	40	20	12
MEAN	6.0	5.7	6.9	7.1
STD DEV	2.4	2.3	2.9	2.7

STUDENT UNION SCALE SCORES	DU	CCU	GLA	SLA
36-40	0	3	4	5
31-35	4	5	8	14
26-30	10	12	18	25
21-25	21	20	25	33
16-20	33	29	28	19
11-15	29	28	16	4
10	4	4	2	1
MEAN	18.8	19.6	21.9	25.1
STD DEV	5.9	6.7	6.7	5.9

ATHLETIC & RECREATION SCALE SCORES	DU	CCU	GLA	SLA
36-40	2	3	7	5
31-35	5	8	9	11
26-30	10	10	13	16
21-25	18	15	18	22
16-20	27	24	24	29
11-15	31	30	24	15
10	7	11	6	2
MEAN	18.9	18.9	21.2	22.5
STD DEV	6.8	7.5	8.1	7.2

CLUBS & ORGANIZATIONS SCALE SCORES	DU	CCU	GLA	SLA
36-40	4	4	6	8
31-35	5	5	9	9
26-30	9	9	13	16
21-25	15	12	19	26
16-20	27	24	28	30
11-15	36	38	21	10
10	5	7	4	1
MEAN	18.8	18.5	21.3	23.4
STD DEV	7.1	7.4	7.6	7.1

EXPERIENCE IN WRITING SCALE SCORES	DU	CCU	GLA	SLA
36-40	5	5	6	4
31-35	14	16	16	16
26-30	27	27	27	32
21-25	30	30	30	32
16-20	19	18	17	14
11-15	5	5	3	2
10	0	0	0	0
MEAN	25.0	25.2	25.7	25.9
STD DEV	6.0	6.0	6.0	5.4

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PERSONAL EXPERIENCES SCALE SCORES	DU	CCU	GLA	SLA
36-40	2	3	5	4
31-35	8	7	11	7
26-30	16	17	22	23
21-25	29	28	29	34
16-20	32	31	25	27
11-15	13	14	8	6
10	1	1	0	0
MEAN	22.0	21.9	23.9	23.4
STD DEV	6.0	6.1	6.3	5.7

STUDENT ACQUAINTANCES SCALE SCORES	DU	CCU	GLA	SLA
36-40	8	7	12	11
31-35	12	11	17	18
26-30	24	22	28	27
21-25	29	29	27	30
16-20	22	24	15	13
11-15	5	7	2	1
10	1	1	0	0
MEAN	25.1	24.3	26.9	27.2
STD DEV	6.5	6.6	6.5	6.1

SCIENCE SCALE SCORES	DU	CCU	GLA	SLA
36-40	2	2	3	4
31-35	4	3	4	4
26-30	10	7	9	9
21-25	17	16	16	15
16-20	28	31	27	26
11-15	31	31	30	32
10	8	10	12	10
MEAN	18.7	17.9	18.5	18.5
STD DEV	6.7	6.3	7.1	7.2

CAMPUS RESIDENCE SCALE SCORES	DU	CCU	GLA	SLA
36-40	6	7	10	9
31-35	13	13	17	14
26-30	21	22	27	27
21-25	28	24	27	33
16-20	20	19	14	16
11-15	7	10	3	1
10	4	5	2	0
MEAN	24.1	24.0	26.4	26.0
STD DEV	7.1	7.5	6.6	6.0

TOPICS OF CONVERS. SCALE SCORES	DU	CCU	GLA	SLA
36-40	2	2	2	2
31-35	9	8	8	12
26-30	20	20	19	26
21-25	34	33	34	37
16-20	27	28	29	22
11-15	8	9	8	2
10	1	1	1	0
MEAN	23.0	22.8	22.9	24.4
STD DEV	5.7	5.7	5.7	5.1

INFORMATION IN CONVER. SCALE SCORES	DU	CCU	GLA	SLA
22-24	3	3	3	3
19-21	7	8	9	9
16-18	23	22	22	27
13-15	34	32	34	39
10-12	27	29	28	21
7-9	4	5	4	2
6	1	1	1	0
MEAN	14.3	14.3	14.4	15.0
STD DEV	3.3	3.4	3.4	3.0

LIBRARY ITEM RESPONSES

USED THE LIBRARY AS A QUIET PLACE TO READ OR STUDY MATERIALS YOU BROUGHT WITH YOU

	DU	CCU	GLA	SLA
NEVER	19	21	16	11
OCCASIONALLY	49	50	52	44
OFTEN	20	20	20	22
VERY OFTEN	13	10	12	23

USED THE CARD CATALOGUE OR COMPUTER TO FIND WHAT MATERIALS THERE WERE ON SOME TOPIC

	DU	CCU	GLA	SLA
NEVER	12	15	7	4
OCCASIONALLY	46	46	49	48
OFTEN	27	26	31	31
VERY OFTEN	15	14	13	17

ASKED THE LIBRARIAN FOR HELP IN FINDING MATERIAL ON SOME TOPIC

	DU	CCU	GLA	SLA
NEVER	29	21	22	29
OCCASIONALLY	55	54	58	58
OFTEN	13	19	15	11
VERY OFTEN	3	6	5	2

READ SOMETHING IN THE RESERVE BOOK ROOM OR REFERENCE SECTION

	DU	CCU	GLA	SLA
NEVER	34	37	19	14
OCCASIONALLY	50	45	52	52
OFTEN	13	13	22	23
VERY OFTEN	3	5	7	10

USED INDEXES (SUCH AS THE READER'S GUIDE TO PERIODICAL LITERATURE) TO JOURNAL ARTICLES

	DU	CCU	GLA	SLA
NEVER	31	27	18	21
OCCASIONALLY	48	46	50	52
OFTEN	17	20	24	21
VERY OFTEN	5	8	9	7

DEVELOPED A BIBLIOGRAPHY OR SET OF REFERENCES FOR USE IN A TERM PAPER OR OTHER REPORT

	DU	CCU	GLA	SLA
NEVER	22	24	10	11
OCCASIONALLY	46	42	45	45
OFTEN	23	24	30	29
VERY OFTEN	9	10	15	16

FOUND SOME INTERESTING MATERIAL TO READ JUST BY BROWSING IN THE STACKS

	DU	CCU	GLA	SLA
NEVER	45	41	33	30
OCCASEIONALLY	37	38	44	49
OFTEN	13	15	16	17
VERY OFTEN	5	6	7	5

RAN DOWN LEADS, LOOKED FOR FURTHER REFERENCES THAT WERE CITED IN THINGS YOU READ

	DU	CCU	GLA	SLA
NEVER	49	46	36	32
OCCASIONALLY	38	39	46	47
OFTEN	11	11	14	15
VERY OFTEN	3	4	4	6

GONE BACK TO READ A BASIC REFERENCE OR DOCUMENT THAT OTHER AUTHORS HAD OFTEN REFERRED TO

	DU	CCU	GLA	SLA
NEVER	65	63	54	50
OCCASIONALLY	29	30	38	39
OFTEN	5	5	7	9
VERY OFTEN	1	2	2	3

CHECKED OUT BOOKS TO READ (NOT TEXTBOOKS)

	DU	CCU	GLA	SLA
NEVER	44	43	34	33
OCCASIONALLY	39	38	44	46
OFTEN	12	13	16	15
VERY OFTEN	5	6	7	6

FACULTY ITEM RESPONSES

TALKED WITH A FACULTY MEMBER

	DU	CCU	GLA	SLA
NEVER	3	2	1	0
OCCASIONALLY	46	35	21	23
OFTEN	32	35	34	35
VERY OFTEN	20	27	45	42

ASKED YOUR INSTRUCTOR FOR INFORMATION RELATED TO A COURSE YOU WERE TAKING (GRADES, MAKE-UP WORK, ASSIGNMENTS, ETC.)

	DU	CCU	GLA	SLA
NEVER	7	5	3	2
OCCASIONALLY	49	42	31	38
OFTEN	31	35	40	37
VERY OFTEN	13	18	27	23

VISITED INFORMALLY AND BRIEFLY WITH AN INSTRUCTOR AFTER CLASS

	DU	CCU	GLA	SLA
NEVER	16	13	7	7
OCCASIONALLY	55	49	42	47
OFTEN	20	25	31	29
VERY OFTEN	8	13	21	17

MADE AN APPOINTMENT TO MEET WITH A FACULTY MEMBER IN HIS/HER OFFICE

	DU	CCU	GLA	SLA
NEVER	22	21	7	5
OCCASIONALLY	57	54	52	51
OFTEN	17	18	29	30
VERY OFTEN	5	7	13	14

DISCUSSED IDEAS FOR A TERM PAPER OR OTHER CLASS PROJECT WITH A FACULTY MEMBER

	DU	CCU	GLA	SLA
NEVER	25	25	12	11
OCCASIONALLY	53	50	51	51
OFTEN	18	18	27	27
VERY OFTEN	5	6	10	11

DISCUSSED YOUR CAREER PLANS AND AMBITIONS WITH A FACULTY MEMBER

	DU	CCU	GLA	SLA
NEVER	41	32	14	21
OCCASIONALLY	44	46	48	50
OFTEN	12	16	25	19
VERY OFTEN	4	7	13	10

ASKED YOUR INSTRUCTOR FOR COMMENTS AND CRITICISMS ABOUT YOUR WORK

	DU	CCU	GLA	SLA
NEVER	34	32	22	21
OCCASIONALLY	46	46	47	51
OFTEN	14	16	23	21
VERY OFTEN	5	6	8	7

HAD COFFEE, COKES, OR SNACKS WITH A FACULTY MEMBER

	DU	CCU	GLA	SLA
NEVER	78	77	53	55
OCCASIONALLY	18	18	35	36
OFTEN	3	3	8	7
VERY OFTEN	1	2	5	3

WORKED WITH A FACULTY MEMBER ON A RESEARCH PROJECT

	DU	CCU	GLA	SLA
NEVER	85	86	73	76
OCCASIONALLY	10	11	19	16
OFTEN	3	2	6	5
VERY OFTEN	2	1	2	3

DISCUSSED PERSONAL PROBLEMS OR CONCERNS WITH A FACULTY MEMBER

	DU	CCU	GLA	SLA
NEVER	75	67	43	58
OCCASIONALLY	21	26	41	34
OFTEN	3	5	11	6
VERY OFTEN	1	2	5	3

COURSE LEARNING ITEM RESPONSES

TOOK DETAILED NOTES IN CLASS

	DU	CCU	GLA	SLA
NEVER	1	1	1	1
OCCASIONALLY	8	7	10	8
OFTEN	30	31	32	27
VERY OFTEN	61	62	57	64

PARTICIPATED IN CLASS DISCUSSIONS

	DU	CCU	GLA	SLA
NEVER	4	3	2	1
OCCASIONALLY	38	32	27	22
OFTEN	36	38	39	36
VERY OFTEN	22	28	32	41

UNDERLINED MAJOR POINTS IN THE READINGS

	DU	CCU	GLA	SLA
NEVER	7	5	4	6
OCCASIONALLY	23	22	23	18
OFTEN	32	36	35	29
VERY OFTEN	38	38	38	47

TRIED TO SEE HOW DIFFERENT FACTS AND IDEAS FIT TOGETHER

	DU	CCU	GLA	SLA
NEVER	3	3	3	1
OCCASIONALLY	27	30	27	14
OFTEN	42	42	42	42
VERY OFTEN	29	25	28	42

THOUGHT ABOUT PRACTICAL APPLICATIONS OF THE MATERIAL

	DU	CCU	GLA	SLA
NEVER	3	4	3	2
OCCASIONALLY	31	31	30	23
OFTEN	41	42	41	45
VERY OFTEN	25	24	26	31

WORKED ON PAPER OR PROJECT WHERE YOU HAD TO INTEGRATE IDEAS FROM VARIOUS SOURCES

	DU	CCU	GLA	SLA
NEVER	7	8	3	3
OCCASIONALLY	33	33	28	24
OFTEN	37	36	40	39
VERY OFTEN	24	22	29	35

SUMMARIZED MAJOR POINTS AND INFORMATION IN YOUR READINGS OR NOTES

	DU	CCU	GLA	SLA
NEVER	7	5	6	6
OCCASIONALLY	34	31	33	29
OFTEN	36	39	38	38
VERY OFTEN	23	25	24	27

TRIED TO EXPLAINED THE MATERIAL TO ANOTHER STUDENT OR FRIEND

	DU	CCU	GLA	SLA
NEVER	3	2	2	1
OCCASIONALLY	39	36	34	35
OFTEN	39	41	42	41
VERY OFTEN	19	21	22	23

MADE OUTLINES FROM CLASS NOTES OR READINGS

	DU	CCU	GLA	SLA
NEVER	25	22	25	28
OCCASIONALLY	39	38	40	39
OFTEN	22	24	23	20
VERY OFTEN	15	16	13	13

DID ADDITIONAL READINGS ON TOPICS THAT WERE INTRODUCED AND DISCUSSED IN CLASS

	DU	CCU	GLA	SLA
NEVER	39	33	32	31
OCCASIONALLY	46	48	49	54
OFTEN	10	14	14	12
VERY OFTEN	4	5	5	4

ART, MUSIC, THEATER ITEM REPONSES

TALKED ABOUT ART (PAINTING, SCULPTURE, ARCHITECTURE, ARTISTS, ETC.) WITH OTHER STUDENTS AT THE COLLEGE

	DU	CCU	GLA	SLA
NEVER	39	51	36	22
OCCASIONALLY	42	36	45	53
OFTEN	11	8	12	16
VERY OFTEN	7	5	7	9

GONE TO AN ART GALLERY OR ART EXHIBIT ON THE CAMPUS

	DU	CCU	GLA	SLA
NEVER	51	61	48	33
OCCASIONALLY	39	30	39	49
OFTEN	7	6	9	13
VERY OFTEN	3	3	4	5

READ OR DISCUSSED THE OPINIONS OF ART CRITICS

	DU	CCU	GLA	SLA
NEVER	73	81	72	71
OCCASIONALLY	22	15	21	22
OFTEN	4	3	4	4
VERY OFTEN	2	2	2	3

PARTICIPATED IN SOME ART ACTIVITY (PAINTING, POTTERY, WEAVING, DRAWING, ETC.)

	DU	CCU	GLA	SLA
NEVER	71	76	61	59
OCCASIONALLY	18	15	24	24
OFTEN	6	5	8	8
VERY OFTEN	6	5	7	9

TALKED ABOUT MUSIC (CLASSICAL, POPULAR, MUSICIANS, ETC.) WITH OTHER STUDENTS AT THE COLLEGE

	DU	CCU	GLA	SLA
NEVER	20	26	17	8
OCCASIONALLY	38	37	36	34
OFTEN	25	21	26	32
VERY OFTEN	18	16	22	25

ATTENDED A CONCERT OR OTHER MUSIC EVENT AT THE COLLEGE

	DU	CCU	GLA	SLA
NEVER	41	45	25	14
OCCASIONALLY	39	35	41	41
OFTEN	13	12	20	28
VERY OFTEN	8	8	14	18

READ OR DISCUSSED THE OPINIONS OF MUSIC CRITICS

	DU	CCU	GLA	SLA
NEVER	67	73	66	64
OCCASIONALLY	24	19	24	27
OFTEN	6	5	6	5
VERY OFTEN	4	3	4	4

PARTICIPATED IN SOME MUSIC ACTIVITY (ORCHESTRA, CHORUS, ETC.)

	DU	CCU	GLA	SLA
NEVER	83	86	73	67
OCCASIONALLY	8	6	12	12
OFTEN	3	2	4	5
VERY OFTEN	6	6	11	15

TALKED ABOUT THE THEATER (PLAYS, MUSICALS, DANCE, ETC.) WITH OTHER STUDENTS AT THE COLLEGE

	DU	CCU	GLA	SLA
NEVER	43	50	32	24
OCCASIONALLY	41	36	43	47
OFTEN	11	9	14	18
VERY OFTEN	6	5	10	11

SEEN A PLAY, BALLET, OR OTHER THEATER PERFORMANCE AT THE COLLEGE

	DU	CCU	GLA	SLA
NEVER	50	57	30	21
OCCASIONALLY	35	29	42	47
OFTEN	9	8	16	21
VERY OFTEN	6	5	12	12

READ OR DISCUSSED THE OPINIONS OF DRAMA CRITICS

	DU	CCU	GLA	SLA
NEVER	77	82	77	71
OCCASIONALLY	18	13	16	21
OFTEN	3	3	4	5
VERY OFTEN	2	2	3	3

PARTICIPATED IN OR WORKED ON SOME THEATRICAL PRODUCTION (ACTED, DANCED, WORKED ON SCENERY, ETC.)

	DU	CCU	GLA	SLA
NEVER	89	89	77	80
OCCASIONALLY	7	6	12	11
OFTEN	2	2	4	4
VERY OFTEN	3	3	7	5

STUDENT UNION ITEM RESPONSES

HAD MEALS, SNACKS, ETC. AT THE STUDENT UNION OR STUDENT CENTER

	DU	CCU	GLA	SLA
NEVER	21	24	19	6
OCCASIONALLY	39	36	35	31
OFTEN	22	18	19	21
VERY OFTEN	19	21	27	41

LOOKED AT THE BULLETIN BOARD FOR NOTICES ABOUT CAMPUS EVENTS

	DU	CCU	GLA	SLA
NEVER	16	11	7	3
OCCASIONALLY	45	41	34	30
OFTEN	26	30	36	39
VERY OFTEN	12	19	24	29

MET YOUR FRIENDS AT THE STUDENT UNION OR STUDENT CENTER

	DU	CCU	GLA	SLA
NEVER	27	27	18	6
OCCASIONALLY	37	35	34	25
OFTEN	20	19	23	26
VERY OFTEN	16	19	26	44

SAT AROUND IN THE UNION OR CENTER TALKING WITH OTHER STUDENTS ABOUT YOUR CLASSES AND OTHER COLLEGE ACTIVITIES

	DU	CCU	GLA	SLA
NEVER	35	33	23	10
OCCASIONALLY	36	34	34	35
OFTEN	17	16	22	24
VERY OFTEN	13	16	21	31

USED THE LOUNGE(S) TO RELAX OR STUDY BY YOURSELF

	DU	CCU	GLA	SLA
NEVER	46	46	32	23
OCCASIONALLY	33	31	37	39
OFTEN	13	13	18	21
VERY OFTEN	7	10	14	17

SEEN A FILM OR OTHER EVENT AT THE STUDENT UNION OR CENTER

	DU	CCU	GLA	SLA
NEVER	54	54	41	16
OCCASIONALLY	32	32	38	42
OFTEN	10	9	14	26
VERY OFTEN	4	5	7	17

ATTENDED A SOCIAL EVENT AT THE STUDENT UNION OR CENTER

	DU	CCU	GLA	SLA
NEVER	52	48	30	8
OCCASIONALLY	36	35	41	48
OFTEN	9	11	19	28
VERY OFTEN	3	7	10	15

HEARD A SPEAKER AT THE STUDENT UNION OR CENTER

	DU	CCU	GLA	SLA
NEVER	55	54	50	27
OCCASIONALLY	37	34	36	50
OFTEN	6	8	10	16
VERY OFTEN	2	4	4	8

PLAYED GAMES THAT WERE AVAILABLE IN THE STUDENT UNION OR CENTER (PING-PONG, CARDS, POOL, PINBALL, ETC.)

	DU	CCU	GLA	SLA
NEVER	64	56	41	38
OCCASIONALLY	25	27	34	42
OFTEN	8	10	15	12
VERY OFTEN	3	7	11	8

USED THE LOUNGE(S) OR MEETING ROOMS TO MEET WITH A GROUP OF STUDENTS FOR A DISCUSSION

	DU	CCU	GLA	SLA
NEVER	60	58	40	23
OCCASIONALLY	27	27	39	48
OFTEN	8	9	14	19
VERY OFTEN	5	6	8	10

ATHLETIC & RECREATION FACILITIES ITEM RESPONSES

SET GOALS FOR YOUR PERFORMANCE ON SOME SKILL

	DU	CCU	GLA	SLA
NEVER	23	24	20	14
OCCASIONALLY	34	32	32	37
OFTEN	26	25	25	25
VERY OFTEN	17	19	23	25

FOLLOWED A REGULAR SCHEDULE OF EXERCISE, OR PRACTICE IN SOME SPORT, ON CAMPUS

	DU	CCU	GLA	SLA
NEVER	35	38	29	17
OCCASIONALLY	30	28	29	33
OFTEN	18	17	18	23
VERY OFTEN	17	17	24	28

USED OUTDOOR RECREATIONAL SPACES FOR CASUAL AND INFORMAL INDIVIDUAL ATHLETIC ACTIVITIES

	DU	CCU	GLA	SLA
NEVER	45	47	34	26
OCCASIONALLY	31	29	33	35
OFTEN	14	14	18	21
VERY OFTEN	10	10	15	18

USED OUTDOOR RECREATIONAL SPACES FOR CASUAL AND INFORMAL GROUP SPORTS

	DU	CCU	GLA	SLA
NEVER	49	54	40	31
OCCASIONALLY	30	25	31	34
OFTEN	14	13	15	19
VERY OFTEN	8	8	14	16

USED FACILITIES IN THE GYM FOR INDIVIDUAL ACTIVITIES (EXERCISE, SWIMMING, ETC.)

	DU	CCU	GLA	SLA
NEVER	42	40	28	15
OCCASIONALLY	29	28	34	35
OFTEN	16	17	19	26
VERY OFTEN	13	15	19	24

USED FACILITIES IN THE GYM FOR PLAYING SPORTS THAT REQUIRE MORE THAN ONE PERSON

	DU	CCU	GLA	SLA
NEVER	54	53	42	35
OCCASIONALLY	24	22	27	32
OFTEN	13	13	15	19
VERY OFTEN	9	12	17	15

SOUGHT INSTRUCTION TO IMPROVE YOUR PERFORMANCE IN SOME ATHLETIC ACTIVITY

	DU	CCU	GLA	SLA
NEVER	67	65	53	41
OCCASIONALLY	20	19	24	33
OFTEN	8	9	11	15
VERY OFTEN	6	7	13	12

PLAYED ON AN INTRAMURAL TEAM

	DU	CCU	GLA	SLA
NEVER	67	71	58	45
OCCASIONALLY	15	12	17	21
OFTEN	9	8	11	16
VERY OFTEN	9	9	15	18

KEPT A CHART OR RECORD OF YOUR PROGRESS IN SOME SKILL OR ATHLETIC ACTIVITY

	DU	CCU	GLA	SLA
NEVER	79	75	68	68
OCCASIONALLY	12	14	17	17
OFTEN	5	6	8	8
VERY OFTEN	4	5	7	7

WAS A SPECTATOR AT COLLEGE ATHLETIC EVENTS

	DU	CCU	GLA	SLA
NEVER	26	31	20	19
OCCASIONALLY	30	30	31	39
OFTEN	21	18	21	21
VERY OFTEN	23	21	28	22

CLUBS & ORGANIZATIONS ITEM RESPONSES

LOOKED IN THE STUDENT NEWSPAPER FOR NOTICES ABOUT CAMPUS EVENTS AND STUDENT ORGANIZATIONS

	DU	CCU	GLA	SLA
NEVER	13	16	18	7
OCCASIONALLY	39	38	39	32
OFTEN	28	27	28	35
VERY OFTEN	21	19	14	26

ATTENDED A PROGRAM OR EVENT PUT ON BY A STUDENT GROUP

	DU	CCU	GLA	SLA
NEVER	29	34	17	7
OCCASIONALLY	43	38	42	40
OFTEN	18	17	26	34
VERY OFTEN	11	11	14	19

READ OR ASKED ABOUT A CLUB, ORGANIZATION, OR STUDENT GOVERNMENT GROUP

	DU	CCU	GLA	SLA
NEVER	25	28	20	10
OCCASIONALLY	48	46	49	47
OFTEN	18	17	21	28
VERY OFTEN	9	9	9	15

ATTENDED A MEETING OF A CLUB, ORGANIZATION, OR STUDENT GOVERNMENT GROUP

	DU	CCU	GLA	SLA
NEVER	41	47	32	22
OCCASIONALLY	29	24	32	37
OFTEN	14	13	17	21
VERY OFTEN	16	16	19	21

VOTED IN A STUDENT ELECTION

	DU	CCU	GLA	SLA
NEVER	50	54	24	13
OCCASIONALLY	30	23	31	31
OFTEN	12	12	24	27
VERY OFTEN	9	12	21	28

DISCUSSED POLICIES AND ISSUES RELATED TO CAMPUS ACTIVITIES AND STUDENT GOVERNMENT

	DU	CCU	GLA	SLA
NEVER	45	48	30	15
OCCASIONALLY	37	33	37	40
OFTEN	12	12	20	28
VERY OFTEN	7	7	13	18

WORKED IN SOME STUDENT ORGANIZATION OR SPECIAL PROJECT (PUBLICATIONS, STUDENT GOVERNMENT, SOCIAL EVENT, ETC.)

	DU	CCU	GLA	SLA
NEVER	61	66	45	41
OCCASIONALLY	19	16	26	26
OFTEN	9	8	13	14
VERY OFTEN	11	11	16	19

DISCUSSED REASONS FOR THE SUCCESS OR LACK OF SUCCESS OF STUDENT CLUB MEETINGS, ACTIVITIES, OR EVENTS

	DU	CCU	GLA	SLA
NEVER	55	59	39	23
OCCASIONALLY	26	24	33	41
OFTEN	10	9	16	20
VERY OFTEN	9	8	13	16

WORKED ON A COMMITTEE

	DU	CCU	GLA	SLA
NEVER	64	69	52	54
OCCASIONALLY	18	14	24	22
OFTEN	9	8	12	10
VERY OFTEN	10	9	12	14

MET WITH A FACULTY ADVISOR OR ADMINISTRATOR TO DISCUSS THE ACTIVITIES OF A STUDENT ORGANIZATION

	DU	CCU	GLA	SLA
NEVER	76	74	58	65
OCCASIONALLY	14	15	23	20
OFTEN	5	6	10	8
VERY OFTEN	5	5	8	7

EXPERIENCE IN WRITING ITEM RESPONSES

USED A DICTIONARY OR THESAURUS TO LOOK UP THE PROPER MEANING OF WORDS

	DU	CCU	GLA	SLA
NEVER	2	2	3	1
OCCASIONALLY	24	24	26	23
OFTEN	37	38	35	35
VERY OFTEN	37	36	37	41

CONSCIOUSLY AND SYSTEMATICALLY THOUGHT ABOUT GRAMMAR, SENTENCE STRUCTURE, PARAGRAPHS, WORD CHOICE, AND SEQUENCE OF IDEAS AND POINTS AS YOU WERE WRITING

	DU	CCU	GLA	SLA
NEVER	2	3	3	2
OCCASIONALLY	18	18	21	14
OFTEN	37	39	38	36
VERY OFTEN	42	41	39	48

WROTE A ROUGH DRAFT OF A PAPER OR ESSAY AND THEN REVISED IT YOURSELF BEFORE HANDING IT IN

	DU	CCU	GLA	SLA
NEVER	5	4	4	3
OCCASIONALLY	18	15	18	17
OFTEN	31	34	33	26
VERY OFTEN	47	47	45	54

SPENT AT LEAST FIVE HOURS OR MORE WRITING A PAPER (NOT COUNTING TIME SPENT IN READING OR AT THE LIBRARY)

	DU	CCU	GLA	SLA
NEVER	9	14	8	3
OCCASIONALLY	24	29	28	19
OFTEN	29	27	29	27
VERY OFTEN	38	30	36	51

ASKED OTHER PEOPLE TO READ SOMETHING YOU WROTE TO SEE IF IT WAS CLEAR TO THEM

	DU	CCU	GLA	SLA
NEVER	13	9	7	10
OCCASIONALLY	33	32	34	35
OFTEN	29	30	32	28
VERY OFTEN	26	29	28	28

REFERRED TO A BOOK OR MANUAL ABOUT STYLE OF WRITING, GRAMMAR, ETC.

	DU	CCU	GLA	SLA
NEVER	20	13	12	20
OCCASIONALLY	40	37	38	45
OFTEN	25	28	30	22
VERY OFTEN	16	21	20	13

REVISED A PAPER OR COMPOSITION TWO OR MORE TIMES BEFORE YOU WERE SATISFIED WITH IT

	DU	CCU	GLA	SLA
NEVER	20	17	18	18
OCCASIONALLY	35	35	38	36
OFTEN	24	27	24	25
VERY OFTEN	21	21	20	21

ASKED AN INSTRUCTOR FOR ADVICE AND HELP TO IMPROVE YOUR WRITING

	DU	CCU	GLA	SLA
NEVER	32	30	26	27
OCCASIONALLY	39	39	41	44
OFTEN	18	20	21	21
VERY OFTEN	11	11	12	8

MADE AN APPOINTMENT TO TALK WITH AN INSTRUCTOR WHO HAD CRITICIZED A PAPER YOU HAD WRITTEN

	DU	CCU	GLA	SLA
NEVER	47	53	39	37
OCCASIONALLY	33	29	37	42
OFTEN	13	11	15	15
VERY OFTEN	7	7	9	7

SUBMITTED FOR PUBLICATION AN ARTICLE, STORY, OR OTHER COMPOSITION YOU HAD WRITTEN

	DU	CCU	GLA	SLA
NEVER	86	86	76	77
OCCASIONALLY	9	8	14	15
OFTEN	3	3	6	4
VERY OFTEN	2	3	5	4

PERSONAL EXPERIENCES ITEM RESPONSES

TOLD A FRIEND WHY YOU REACTED TO ANOTHER PERSON THE WAY YOU DID

	DU	CCU	GLA	SLA
NEVER	5	6	4	2
OCCASIONALLY	30	30	25	21
OFTEN	33	33	33	34
VERY OFTEN	33	31	38	42

DISCUSSED WITH OTHER STUDENTS WHY SOME GROUPS GET ALONG SMOOTHLY, AND OTHER GROUPS DON'T

	DU	CCU	GLA	SLA
NEVER	14	17	11	7
OCCASIONALLY	37	37	32	30
OFTEN	28	27	32	35
VERY OFTEN	21	19	26	28

SOUGHT OUT A FRIEND TO HELP YOU WITH A PERSONAL PROBLEM

	DU	CCU	GLA	SLA
NEVER	12	14	8	6
OCCASIONALLY	33	32	29	28
OFTEN	26	25	27	29
VERY OFTEN	30	28	36	37

ELECTED A COURSE THAT DEALT WITH UNDERSTANDING PERSONAL AND SOCIAL BEHAVIOR

	DU	CCU	GLA	SLA
NEVER	36	36	29	30
OCCASIONALLY	36	36	35	35
OFTEN	16	16	19	19
VERY OFTEN	12	12	17	15

IDENTIFIED WITH A CHARACTER IN A BOOK OR MOVIE AND WONDERED WHAT YOU MIGHT HAVE DONE UNDER SIMILAR CIRCUMSTANCES

	DU	CCU	GLA	SLA
NEVER	14	14	11	7
OCCASIONALLY	41	40	40	38
OFTEN	27	28	28	32
VERY OFTEN	18	17	22	23

READ ARTICLES OR BOOKS ABOUT PERSONAL ADJUSTMENT AND PERSONALITY DEVELOPMENT

	DU	CCU	GLA	SLA
NEVER	33	32	28	31
OCCASIONALLY	42	41	41	42
OFTEN	16	17	18	15
VERY OFTEN	10	10	13	12

TAKEN A TEST TO MEASURE YOUR ABILITIES, INTERESTS, OR ATTITUDES

	DU	CCU	GLA	SLA
NEVER	38	33	25	34
OCCASIONALLY	43	45	48	47
OFTEN	13	16	17	12
VERY OFTEN	6	7	11	8

ASKED A FRIEND TO TELL YOU WHAT HE/SHE REALLY THOUGHT OF YOU

	DU	CCU	GLA	SLA
NEVER	31	33	23	29
OCCASIONALLY	42	40	40	45
OFTEN	17	17	23	17
VERY OFTEN	10	11	15	8

BEEN IN A GROUP WHERE EACH PERSON, INCLUDING YOURSELF, TALKED ABOUT HIS/HER PERSONAL PROBLEMS

	DU	CCU	GLA	SLA
NEVER	45	45	30	37
OCCASIONALLY	31	31	35	33
OFTEN	14	15	20	18
VERY OFTEN	10	10	15	12

TALKED WITH A COUNSELOR OR OTHER SPECIALIST ABOUT PROBLEMS OF A PERSONAL NATURE

	DU	CCU	GLA	SLA
NEVER	75	76	63	72
OCCASIONALLY	17	17	24	20
OFTEN	4	4	8	5
VERY OFTEN	3	3	6	4

STUDENT ACQUAINTANCES ITEM RESPONSES

MADE FRIENDS WITH STUDENTS WHOSE ACADEMIC MAJOR FIELD WAS VERY DIFFERENT THAN YOURS

	DU	CCU	GLA	SLA
NEVER	4	5	2	1
OCCASIONALLY	28	30	19	11
OFTEN	35	35	35	36
VERY OFTEN	33	31	45	52

MADE FRIENDS WITH STUDENTS WHOSE INTERESTS WERE VERY DIFFERENT FROM YOURS

	DU	CCU	GLA	SLA
NEVER	5	6	3	2
OCCASIONALLY	39	40	29	30
OFTEN	33	32	36	35
VERY OFTEN	22	23	32	34

MADE FRIENDS WITH STUDENTS WHOSE FAMILY BACKGROUND (ECONOMIC AND SOCIAL) WAS VERY DIFFERENT FROM YOURS

	DU	CCU	GLA	SLA
NEVER	5	5	2	2
OCCASIONALLY	35	37	27	28
OFTEN	35	34	36	35
VERY OFTEN	25	25	35	36

MADE FRIENDS WITH STUDENTS WHOSE AGE WAS VERY DIFFERENT FROM YOURS

	DU	CCU	GLA	SLA
NEVER	8	5	4	11
OCCASIONALLY	39	34	31	41
OFTEN	31	34	34	24
VERY OFTEN	23	27	32	24

MADE FRIENDS WITH STUDENTS WHOSE RACE WAS DIFFERENT FROM YOURS

	DU	CCU	GLA	SLA
NEVER	5	8	5	4
OCCASIONALLY	41	45	39	44
OFTEN	30	28	31	30
VERY OFTEN	24	20	26	22

MADE FRIENDS WITH STUDENTS FROM ANOTHER COUNTRY

	DU	CCU	GLA	SLA
NEVER	20	29	14	11
OCCASIONALLY	48	46	43	53
OFTEN	19	14	24	21
VERY OFTEN	13	11	20	16

HAD SERIOUS DISCUSSIONS WITH STUDENTS WHOSE PHILOSOPHY OF LIFE OR PERSONAL VALUES WERE VERY DIFFERENT FROM YOURS

	DU	CCU	GLA	SLA
NEVER	16	20	11	7
OCCASIONALLY	41	42	39	39
OFTEN	27	25	29	34
VERY OFTEN	16	14	22	21

HAD SERIOUS DISCUSSIONS WITH STUDENTS WHOSE RELIGIOUS BELIEFS WERE VERY DIFFERENT FROM YOURS

	DU	CCU	GLA	SLA
NEVER	24	28	19	15
OCCASIONALLY	40	40	40	39
OFTEN	21	19	23	26
VERY OFTEN	16	14	19	21

HAD SERIOUS DISCUSSIONS WITH STUDENTS WHOSE POLITICAL OPINIONS WERE VERY DIFFERENT FROM YOURS

	DU	CCU	GLA	SLA
NEVER	26	29	21	12
OCCASIONALLY	41	41	41	40
OFTEN	20	18	22	26
VERY OFTEN	13	12	17	22

HAD SERIOUS DISCUSSIONS WITH STUDENTS FROM A COUNTRY DIFFERENT FROM YOURS

	DU	CCU	GLA	SLA
NEVER	38	49	32	25
OCCASIONALLY	39	33	38	45
OFTEN	13	10	16	17
VERY OFTEN	10	7	14	13

SCIENCE ITEM REPONSES

MEMORIZED FORMULAS, DEFINITIONS, TECHNICAL TERMS

	DU	CCU	GLA	SLA
NEVER	16	17	22	23
OCCASIONALLY	26	28	29	32
OFTEN	27	30	25	21
VERY OFTEN	31	24	24	25

TRIED TO EXPRESS A SET OF RELATIONSHIPS IN MATHEMATICAL TERMS

	DU	CCU	GLA	SLA
NEVER	27	30	32	33
OCCASIONALLY	32	35	35	33
OFTEN	22	22	20	15
VERY OFTEN	18	13	14	19

TESTED YOUR UNDERSTANDING OF SOME SCIENTIFIC PRINCIPLE BY SEEING IF YOU COULD EXPLAIN IT TO ANOTHER STUDENT

	DU	CCU	GLA	SLA
NEVER	31	35	33	32
OCCASIONALLY	37	39	37	38
OFTEN	20	18	19	17
VERY OFTEN	13	9	12	13

READ ARTICLES (NOT ASSIGNED) ABOUT SCIENTIFIC THEORIES OR CONCEPTS

	DU	CCU	GLA	SLA
NEVER	51	54	53	50
OCCASIONALLY	33	33	31	36
OFTEN	10	9	10	9
VERY OFTEN	6	4	6	5

PRACTICED TO IMPROVE YOUR SKILL IN USING SOME LABORATORY EQUIPMENT

	DU	CCU	GLA	SLA
NEVER	61	61	58	66
OCCASIONALLY	23	26	24	19
OFTEN	9	9	11	9
VERY OFTEN	6	5	8	7

SHOWED A CLASSMATE HOW TO USE A PIECE OF SCIENTIFIC EQUIPMENT

	DU	CCU	GLA	SLA
NEVER	58	57	54	60
OCCASIONALLY	28	30	29	25
OFTEN	9	8	11	9
VERY OFTEN	5	4	6	6

ATTEMPTED TO EXPLAIN AN EXPERIMENTAL PROCEDURE TO A CLASSMATE

	DU	CCU	GLA	SLA
NEVER	50	51	49	53
OCCASIONALLY	33	35	33	31
OFTEN	11	9	11	11
VERY OFTEN	5	4	7	6

WENT TO AN EXHIBIT OR DEMONSTRATION OF SOME NEW SCIENTIFIC DEVICE

	DU	CCU	GLA	SLA
NEVER	80	83	76	80
OCCASIONALLY	15	13	17	15
OFTEN	3	3	4	2
VERY OFTEN	2	1	3	3

COMPLETED AN EXPERIMENT OR PROJECT USING SCIENTIFIC METHODS

	DU	CCU	GLA	SLA
NEVER	54	58	51	50
OCCASIONALLY	25	27	28	25
OFTEN	12	9	11	11
VERY OFTEN	9	7	10	15

TRIED TO EXPLAIN TO ANOTHER PERSON THE SCIENTIFIC BASIS FOR CONCERNS ABOUT POLLUTION, RECYCLING, ALTERNATIVE SOURCES OF ENERGY, ACID RAIN, OR SIMILAR ASPECTS OF THE WORLD AROUND YOU

	DU	CCU	GLA	SLA
NEVER	46	49	48	37
OCCASIONALLY	35	33	32	38
OFTEN	12	12	12	15
VERY OFTEN	7	6	8	10

CAMPUS RESIDENCE ITEM RESPONSES

HAD LIVELY CONVERSATIONS ABOUT VARIOUS TOPICS DURING DINNER IN THE DINING ROOM OR CAFETERIA

	DU	CCU	GLA	SLA
NEVER	15	21	7	3
OCCASIONALLY	19	17	13	11
OFTEN	26	24	26	27
VERY OFTEN	39	38	54	59

GONE OUT WITH OTHER STUDENTS FOR LATE NIGHT SNACKS

	DU	CCU	GLA	SLA
NEVER	12	15	7	6
OCCASIONALLY	31	27	27	35
OFTEN	30	27	31	30
VERY OFTEN	27	31	35	30

OFFERED TO HELP ANOTHER STUDENT (WITH COURSE WORK, ERRANDS, FAVORS, ADVICE, ETC.) WHO NEEDED SOME ASSISTANCE

	DU	CCU	GLA	SLA
NEVER	7	8	3	2
OCCASIONALLY	30	30	25	30
OFTEN	37	34	39	41
VERY OFTEN	26	29	33	28

PARTICIPATED IN DISCUSSIONS THAT LASTED LATE INTO THE NIGHT

	DU	CCU	GLA	SLA
NEVER	12	14	7	4
OCCASIONALLY	26	23	22	28
OFTEN	30	28	31	32
VERY OFTEN	33	36	40	36

ASKED OTHERS FOR ASSISTANCE IN SOMETHING YOU WERE DOING

	DU	CCU	GLA	SLA
NEVER	9	11	5	4
OCCASIONALLY	41	39	38	45
OFTEN	31	30	33	32
VERY OFTEN	19	21	23	19

BORROWED THINGS (CLOTHES, RECORDS, POSTERS, BOOKS, ETC.) FROM OTHERS IN THE RESIDENCE UNIT

	DU	CCU	GLA	SLA
NEVER	18	22	10	8
OCCASIONALLY	40	35	38	43
OFTEN	23	21	25	26
VERY OFTEN	20	22	26	23

ATTENDED SOCIAL EVENTS PUT ON BY THE RESIDENCE UNIT

	DU	CCU	GLA	SLA
NEVER	28	33	15	10
OCCASIONALLY	44	38	42	46
OFTEN	17	17	26	27
VERY OFTEN	12	13	18	18

STUDIED WITH OTHER STUDENTS IN THE RESIDENCE UNIT

	DU	CCU	GLA	SLA
NEVER	21	26	13	12
OCCASIONALLY	37	34	37	41
OFTEN	25	24	29	27
VERY OFTEN	17	17	22	20

HELPED PLAN OR ORGANIZE AN EVENT IN THE RESIDENT UNIT

	DU	CCU	GLA	SLA
NEVER	61	61	47	43
OCCASIONALLY	22	22	30	34
OFTEN	9	9	13	13
VERY OFTEN	9	8	10	11

WORKED ON SOME COMMUNITY SERVICE OR FUND RAISING PROJECT WITH OTHER STUDENTS IN THE RESIDENCE UNIT

	DU	CCU	GLA	SLA
NEVER	65	65	53	61
OCCASIONALLY	21	20	29	26
OFTEN	8	8	10	7
VERY OFTEN	6	7	7	6

TOPICS OF CONVERSATION ITEM RESPONSES

CURRENT EVENTS IN THE NEWS

	DU	CCU	GLA	SLA
NEVER	2	2	2	2
OCCASIONALLY	34	29	37	37
OFTEN	40	40	38	40
VERY OFTEN	24	30	22	21

MAJOR SOCIAL PROBLEMS SUCH AS PEACE, HUMAN RIGHTS, EQUALITY, JUSTICE

	DU	CCU	GLA	SLA
NEVER	10	8	9	4
OCCASIONALLY	44	41	43	40
OFTEN	30	31	31	35
VERY OFTEN	17	20	18	22

DIFFERENT LIFE STYLES AND CUSTOMS

	DU	CCU	GLA	SLA
NEVER	8	11	7	4
OCCASIONALLY	47	48	47	42
OFTEN	32	28	32	38
VERY OFTEN	14	13	14	17

THE IDEAS AND VIEWS OF OTHER PEOPLE SUCH AS WRITERS, PHILOSOPHERS, HISTORIANS

	DU	CCU	GLA	SLA
NEVER	29	34	25	16
OCCASIONALLY	48	45	48	49
OFTEN	16	15	18	25
VERY OFTEN	7	6	9	10

THE ARTS--PAINTING, THEATRICAL PRODUCTIONS, BALLET, SYMPHONY, MOVIES, ETC.

	DU	CCU	GLA	SLA
NEVER	23	33	23	13
OCCASIONALLY	48	45	50	50
OFTEN	20	15	16	25
VERY OFTEN	10	8	12	12

SCIENCE--THEORIES, EXPERIMENTS, METHODS

	DU	CCU	GLA	SLA
NEVER	41	49	45	37
OCCASIONALLY	41	37	38	43
OFTEN	13	10	11	14
VERY OFTEN	6	4	6	5

COMPUTERS AND OTHER TECHNOLOGIES

	DU	CCU	GLA	SLA
NEVER	30	31	31	30
OCCASIONALLY	48	48	50	51
OFTEN	15	15	13	14
VERY OFTEN	6	6	5	5

SOCIAL AND ETHICAL ISSUES RELATED TO SCIENCE AND TECHNOLOGY SUCH AS ENERGY, POLLUTION, CHEMICALS, GENETICS, MILITARY USE

	DU	CCU	GLA	SLA
NEVER	17	20	18	7
OCCASIONALLY	47	45	46	44
OFTEN	24	24	24	33
VERY OFTEN	11	11	12	16

THE ECONOMY--EMPLOYMENT, WEALTH, POVERTY, DEBT, TRADE, ETC.

	DU	CCU	GLA	SLA
NEVER	11	10	12	8
OCCASIONALLY	46	43	46	41
OFTEN	29	31	30	33
VERY OFTEN	14	16	13	19

INTERNATIONAL RELATIONS

	DU	CCU	GLA	SLA
NEVER	18	18	18	11
OCCASIONALLY	46	43	47	44
OFTEN	23	23	22	28
VERY OFTEN	13	15	13	16

INFORMATION IN CONVERSATIONS ITEM RESPONSES

REFERRED TO KNOWLEDGE YOU HAD ACQUIRED IN YOUR READING

	DU	CCU	GLA	SLA
NEVER	3	4	4	1
OCCASIONALLY	43	44	44	33
OFTEN	39	38	37	46
VERY OFTEN	15	14	14	20

EXPLORED DIFFERENT WAYS OF THINKING ABOUT THE TOPIC

	DU	CCU	GLA	SLA
NEVER	7	9	7	4
OCCASIONALLY	47	50	46	38
OFTEN	34	31	36	43
VERY OFTEN	11	10	11	15

REFERRED TO SOMETHING A PROFESSOR SAID ABOUT THE TOPIC

	DU	CCU	GLA	SLA
NEVER	6	6	4	3
OCCASIONALLY	47	44	44	42
OFTEN	36	37	39	43
VERY OFTEN	11	13	14	13

SUBSEQUENTLY READ SOMETHING THAT WAS RELATED TO THE TOPIC

	DU	CCU	GLA	SLA
NEVER	14	13	15	13
OCCASIONALLY	53	51	51	53
OFTEN	26	27	25	26
VERY OFTEN	8	9	9	7

CHANGED YOUR OPINION AS A RESULT OF THE KNOWLEDGE OR ARGUMENTS PRESENTED BY OTHERS

	DU	CCU	GLA	SLA
NEVER	11	12	10	5
OCCASIONALLY	66	65	67	71
OFTEN	18	18	19	20
VERY OFTEN	4	4	5	4

PERSUADED OTHERS TO CHANGE THEIR MINDS AS A RESULT OF THE KNOWLEDGE OR ARGUMENTS YOU CITED

	DU	CCU	GLA	SLA
NEVER	11	13	11	7
OCCASIONALLY	61	61	62	66
OFTEN	22	21	20	23
VERY OFTEN	6	6	7	4

READING/WRITING ITEM RESPONSES

NUMBER OF TEXTBOOKS OR ASSIGNED BOOKS READ DURING THE CURRENT SCHOOL YEAR

	DU	CCU	GLA	SLA
NONE	1	2	2	0
FEWER THAN 5	19	33	18	6
BETWEEN 5 AND 10	42	41	41	23
BETWEEN 10 AND 20	29	19	30	36
MORE THAN 20	9	5	10	35

NUMBER OF NON-ASSIGNED BOOKS READ DURING THE CURRENT SCHOOL YEAR

	DU	CCU	GLA	SLA
NONE	20	21	15	13
FEWER THAN 5	50	47	49	47
BETWEEN 5 AND 10	18	19	21	21
BETWEEN 10 AND 20	8	8	9	11
MORE THAN 20	5	5	6	8

NUMBER OF ESSAY EXAMS IN YOUR COURSES DURING THE CURRENT SCHOOL YEAR

	DU	CCU	GLA	SLA
NONE	10	10	3	2
FEWER THAN 5	41	35	24	24
BETWEEN 5 AND 10	30	31	35	40
BETWEEN 10 AND 20	15	18	28	26
MORE THAN 20	4	6	11	8

NUMBER OF TERM PAPERS OR OTHER WRITTEN REPORTS DURING THE CURRENT SCHOOL YEAR

	DU	CCU	GLA	SLA
NONE	7	11	3	1
FEWER THAN 5	39	44	32	18
BETWEEN 5 AND 10	31	28	35	35
BETWEEN 10 AND 20	18	14	21	34
MORE THAN 20	5	4	10	13

OPINIONS ABOUT COLLEGE ITEM RESPONSES

HOW WELL DO YOU LIKE COLLEGE

	DU	CCU	GLA	SLA
DON'T LIKE IT	3	2	3	2
MORE/LESS NEUTRAL	14	14	11	8
LIKE IT	49	53	47	40
ENTHUSIASTIC	34	32	39	50

IF YOU COULD START OVER AGAIN, WOULD YOU GO TO THE SAME COLLEGE YOU ARE NOW ATTENDING

	DU	CCU	GLA	SLA
NO, DEFINITELY	6	6	9	5
PROBABLY NO	17	17	15	17
PROBABLY YES	46	47	39	41
YES, DEFINITELY	31	30	36	37

SATISFACTION INDEX SCALE SCORES

	DU	CCU	GLA	SLA
8	18	16	25	30
7	24	25	23	23
6	31	32	27	26
5	16	17	12	12
4	8	7	8	6
3	3	2	4	2
2	1	1	2	1
MEAN	6.1	6.2	6.3	6.5
STD DEV	1.4	1.3	1.5	1.4

THE COLLEGE ENVIRONMENT RATINGS RESPONSES

EMPHASIS ON THE DEVELOPMENT OF ACADEMIC, SCHOLARLY, AND INTELLECTUAL QUALITIES

		DU	CCU	GLA	SLA
WEAK EMPHASIS	(1)	1	1	1	0
	(2)	3	2	1	1
	(3)	6	5	3	2
	(4)	16	18	12	6
	(5)	28	31	25	15
	(6)	32	32	36	34
STRONG EMPHASIS	(7)	14	12	23	41
	MEAN	5.2	5.2	5.6	6.0
	STD DEV	1.3	1.2	1.2	1.1

EMPHASIS ON THE DEVELOPMENT OF ESTHETIC, EXPRESSIVE, AND CREATIVE QUALITIES

		DU	CCU	GLA	SLA
WEAK EMPHASIS	(1)	3	2	1	1
	(2)	8	5	3	4
	(3)	16	12	8	8
	(4)	26	27	20	19
	(5)	28	30	30	28
	(6)	15	19	27	30
STRONG EMPHASIS	(7)	5	6	12	12
	MEAN	4.3	4.6	5.0	5.1
	STD DEV	1.4	1.3	1.3	1.3

EMPHASIS ON BEING CRITICAL, EVALUATIVE, AND ANALYTICAL

		DU	CCU	GLA	SLA
WEAK EMPHASIS	(1)	1	1	1	1
	(2)	3	3	2	2
	(3)	9	9	7	4
	(4)	20	24	19	14
	(5)	31	32	31	23
	(6)	25	24	28	33
STRONG EMPHASIS	(7)	10	8	13	25
	MEAN	4.9	4.8	5.1	5.5
	STD DEV	1.3	1.2	1.2	1.2

EMPHASIS ON THE DEVELOPMENT OF VOCATIONAL AND OCCUPATIONAL COMPETENCE

		DU	CCU	GLA	SLA
WEAK EMPHASIS	(1)	3	2	2	8
	(2)	7	5	5	15
	(3)	13	11	10	17
	(4)	23	24	20	23
	(5)	25	28	27	20
	(6)	21	23	24	14
STONG EMPHASIS	(7)	8	8	12	4
	MEAN	4.5	4.7	4.8	3.9
	STD DEV	1.5	1.4	1.4	1.6

EMPHASIS ON THE PERSONAL RELEVANCE AND PRACTICAL VALUES OF YOUR COURSES

		DU	CCU	GLA	SLA
WEAK EMPHASIS	(1)	3	2	1	3
	(2)	7	5	4	6
	(3)	13	9	8	12
	(4)	25	21	16	21
	(5)	27	29	27	28
	(6)	19	26	28	22
STRONG EMPHASIS	(7)	6	9	17	8
	MEAN	4.5	4.9	5.1	4.6
	STD DEV	1.4	1.4	1.4	1.5

RELATIONSHIP WITH OTHER STUDENTS, STUDENT GROUPS, AND ACTIVITIES

		DU	CCU	GLA	SLA
UNINVOLVED	(1)	2	1	1	0
	(2)	5	3	2	1
	(3)	7	5	4	3
	(4)	14	13	10	9
	(5)	22	22	18	21
	(6)	31	33	32	38
FRIENDLY	(7)	19	23	33	27
	MEAN	5.2	5.4	5.7	5.7
	STD DEV	1.5	1.4	1.3	1.1

RELATIONSHIPS WITH FACULTY MEMBERS

		DU	CCU	GLA	SLA
DISCOURAGING	(1)	2	1	1	0
	(2)	6	3	2	1
	(3)	10	6	3	4
	(4)	20	16	10	10
	(5)	27	24	18	23
	(6)	26	33	35	37
ENCOURAGING	(7)	9	17	32	24
	MEAN	4.8	5.2	5.8	5.6
	STD DEV	1.4	1.4	1.2	1.2

RELATIONSHIPS WITH ADMINISTRATIVE PERSONNEL AND OFFICES

		DU	CCU	GLA	SLA
RIGID	(1)	10	7	6	6
	(2)	12	10	7	10
	(3)	15	12	8	13
	(4)	23	22	18	20
	(5)	21	22	22	26
	(6)	14	20	25	18
FLEXIBLE	(7)	4	7	15	8
	MEAN	3.9	4.3	4.7	4.4
	STD DEV	1.7	1.7	1.7	1.6

ESTIMATE OF GAINS ITEM RESPONSES

VOCATIONAL TRAINING--ACQUIRING KNOWLEDGE AND SKILLS APPLICABLE TO A SPECIFIC JOB OR TYPE OF WORK

	DU	CCU	GLA	SLA
VERY LITTLE	19	14	12	26
SOME	38	36	37	40
QUITE A BIT	29	35	33	23
VERY MUCH	14	16	18	11

ACQUIRING BACKGROUND AND SPECIALIZATION FOR FURTHER EDUCATION IN SOME PROFESSIONAL, SCIENTIFIC, OR SCHOLARLY FIELD

	DU	CCU	GLA	SLA
VERY LITTLE	9	9	7	6
SOME	35	35	31	27
QUITE A BIT	39	40	41	42
VERY MUCH	17	16	21	26

GAINING A BROAD GENERAL EDUCATION ABOUT DIFFERENT FIELDS OF KNOWLEDGE

	DU	CCU	GLA	SLA
VERY LITTLE	4	4	3	1
SOME	33	31	27	18
QUITE A BIT	46	48	46	45
VERY MUCH	17	16	24	36

GAINING A RANGE OF INFORMATION THAT MAY BE RELEVANT TO A CAREER

	DU	CCU	GLA	SLA
VERY LITTLE	6	4	3	5
SOME	30	25	25	31
QUITE A BIT	44	46	47	39
VERY MUCH	19	25	26	24

DEVELOPING AN UNDERSTANDING AND ENJOYMENT OF ART, MUSIC, AND DRAMA

	DU	CCU	GLA	SLA
VERY LITTLE	32	35	22	16
SOME	38	38	38	41
QUITE A BIT	20	17	24	28
VERY MUCH	10	10	15	16

BROADENING YOUR ACQUAINTANCE AND ENJOYMENT OF LITERATURE

	DU	CCU	GLA	SLA
VERY LITTLE	27	27	20	13
SOME	42	42	41	38
QUITE A BIT	22	23	27	30
VERY MUCH	9	9	12	19

WRITING CLEARLY AND EFFECTIVELY

	DU	CCU	GLA	SLA
VERY LITTLE	9	7	6	6
SOME	35	33	32	28
QUITE A BIT	40	43	43	38
VERY MUCH	16	17	19	28

ACQUIRING FAMILIARITY WITH THE USE OF COMPUTERS

	DU	CCU	GLA	SLA
VERY LITTLE	26	26	19	16
SOME	33	32	36	33
QUITE A BIT	26	27	29	30
VERY MUCH	16	16	17	21

BECOMING AWARE OF DIFFERENT PHILOSOPHIES, CULTURES, AND WAYS OF LIFE

	DU	CCU	GLA	SLA
VERY LITTLE	12	14	9	5
SOME	38	40	35	26
QUITE A BIT	34	33	38	42
VERY MUCH	16	13	18	27

DEVELOPING YOUR OWN VALUES AND ETHICAL STANDARDS

	DU	CCU	GLA	SLA
VERY LITTLE	8	9	6	4
SOME	28	30	25	21
QUITE A BIT	40	39	41	43
VERY MUCH	24	23	28	33

UNDERSTANDING YOURSELF--YOUR ABILITIES, INTERESTS, AND PERSONALITY

	DU	CCU	GLA	SLA
VERY LITTLE	5	5	4	3
SOME	22	22	20	17
QUITE A BIT	42	42	41	41
VERY MUCH	31	32	36	40

UNDERSTANDING OTHER PEOPLE AND THE ABILITY TO GET ALONG WITH DIFFERENT KINDS OF PEOPLE

	DU	CCU	GLA	SLA
VERY LITTLE	4	4	3	1
SOME	23	23	20	20
QUITE A BIT	46	46	46	45
VERY MUCH	27	27	31	34

ABILITY TO FUNCTION AS A TEAM MEMBER

	DU	CCU	GLA	SLA
VERY LITTLE	10	9	7	9
SOME	33	30	30	35
QUITE A BIT	39	38	40	36
VERY MUCH	19	22	23	20

DEVELOPING GOOD HEALTH HABITS AND PHYSICAL FITNESS

	DU	CCU	GLA	SLA
VERY LITTLE	22	19	16	17
SOME	38	35	38	39
QUITE A BIT	28	29	31	31
VERY MUCH	13	17	16	13

UNDERSTANDING THE NATURE OF SCIENCE AND EXPERIMENTATION

	DU	CCU	GLA	SLA
VERY LITTLE	29	29	30	29
SOME	39	43	40	40
QUITE A BIT	21	19	19	18
VERY MUCH	11	8	12	13

UNDERSTANDING NEW SCIENTIFIC AND TECHNICAL DEVELOPMENTS

	DU	CCU	GLA	SLA
VERY LITTLE	34	35	36	39
SOME	39	40	38	37
QUITE A BIT	19	18	18	14
VERY MUCH	9	7	9	10

BECOMING AWARE OF THE CONSEQUENCES (BENEFITS/HAZARDS/ DANGERS/VALUES) OF NEW APPLICATIONS IN SCIENCE AND TECHNOLOGY

	DU	CCU	GLA	SLA
VERY LITTLE	28	31	31	27
SOME	41	40	38	38
QUITE A BIT	23	21	21	24
VERY MUCH	8	8	10	11

ABILITY TO THINK ANALYTICALLY AND LOGICALLY

	DU	CCU	GLA	SLA
VERY LITTLE	6	6	6	3
SOME	35	35	33	30
QUITE A BIT	41	43	42	43
VERY MUCH	18	16	20	24

QUANTITATIVE THINKING--UNDERSTANDING PROBABILITIES, PROPORTIONS, ETC.

	DU	CCU	GLA	SLA
VERY LITTLE	17	16	17	17
SOME	41	42	40	43
QUITE A BIT	30	31	31	27
VERY MUCH	12	11	12	13

ABILITY TO PUT IDEAS TOGETHER, TO SEE RELATIONSHIPS, SIMILARITIES, AND DIFFERENCES BETWEEN IDEAS

	DU	CCU	GLA	SLA
VERY LITTLE	4	4	4	2
SOME	31	31	29	24
QUITE A BIT	45	46	45	45
VERY MUCH	20	19	23	29

ABILITY TO LEARN ON YOUR OWN, PURSUE IDEAS, AND FIND INFORMATION YOU NEED

	DU	CCU	GLA	SLA
VERY LITTLE	4	3	3	2
SOME	24	23	23	18
QUITE A BIT	46	45	45	43
VERY MUCH	26	28	30	38

SEEING THE IMPORTANCE OF HISTORY FOR UNDERSTANDING THE PRESENT AS WELL AS THE PAST

	DU	CCU	GLA	SLA
VERY LITTLE	14	11	10	11
SOME	37	36	36	32
QUITE A BIT	31	34	34	34
VERY MUCH	18	19	20	24

GAINING KNOWLEDGE ABOUT OTHER PARTS OF THE WORLD AND OTHER PEOPLE--ASIA, AFRICA, SOUTH AMERICA, ETC.

	DU	CCU	GLA	SLA
VERY LITTLE	24	25	21	14
SOME	40	40	41	42
QUITE A BIT	23	23	24	28
VERY MUCH	13	12	15	17

SUMMARY OF PERCENT OF STUDENTS REPORTING SUBSTANTIAL GAIN/PROGRESS TOWARD GOALS

DU		CCU		GLA		SLA	
SYNTH	75	SELF	74	OTHERS	77	GENL ED	81
OTHERS	73	INQ	73	SELF	77	INQ	81
SELF	73	OTHERS	73	INQ	75	SELF	81
INQ	72	CAREER	71	CAREER	73	OTHERS	79
VALUES	64	SYNTH	65	GENL ED	70	VALUES	76
CAREER	63	GENL ED	64	VALUES	69	SYNTH	74
GENL ED	63	VALUES	62	SYNTH	68	PHILS	69
ANALY	59	TEAM	60	TEAM	63	SPEC	68
TEAM	58	WRITE	60	ANALY	62	ANALY	67
SPEC	56	ANALY	59	SPEC	62	WRITE	66
WRITE	56	SPEC	56	WRITE	62	CAREER	63
PHILS	50	HIST	53	PHILS	56	HIST	58
HIST	49	VOC	51	HIST	54	TEAM	56
VOC	43	PHILS	46	VOC	51	COMPUTERS	51
COMPUTERS	42	COMPUTERS	43	HEALTH	47	LIT	49
QUANT	42	QUANT	42	COMPUTERS	46	WORLD	45
HEALTH	41	HEALTH	36	QUANT	43	ARTS	44
WORLD	36	WORLD	35	ARTS	39	HEALTH	44
SCI/EXP	32	LIT	32	LIT	39	QUANT	40
CONSEQ S/T	31	CONSEQ S/T	29	WORLD	39	CONSEQ S/T	35
LIT	31	ARTS	27	CONSEQ S/T	31	VOC	34
ARTS	30	SCI/EXP	27	SCI/EXP	31	SCI/EXP	31
SCI/TECH	28	SCI/TECH	25	SCI/TECH	27	SCI/TECH	24

CSEQ RESPONSES IN THE 1980s FOR ITEMS AND SCALES THAT ARE IDENTICAL WITH THE CONTENT FOR THE 1990, THIRD EDITION

In the first part of this report we indicated that the CSEQ norms published in 1987 were, with vary rare exceptions, not changed when data from the remainder of the decade was added. Consequently, we believe that the norms published in 1987 can be described as representative of CSEQ responses in the decade of the 1980s.

The institutions and numbers comprising the norms published in 1987 were as follows:

DUs		CCUs	
Ohio State University	OH	James Madison University	VA
University of Denver	CO	Mary Washington College	VA
Case Western Reserve University	OH	Prairie View A & M College	TX
Michigan State University	MI	U of South Carolina, Coastal	SC
U of South Carolina, Columbia	SC	U of Wisconsin, La Crosse	WI
U of California, Los Angeles	CA	Salisbury State College	MD
University of Arizona	AZ	Longwood College	VA
Brigham Young University	UT	U of South Carolina, Spartenberg	SC
University of North Carolina	NC	Rhode Island College	RI
Penn State University	PA	Canisius College	NY
Boston College	MA	U of South Carolina, Aiken	SC
U of Missouri, St. Louis	MO	Murray State University	KY
U of California, Santa Barbara	CA	University of North Colorado	CO
Cleveland State University	OH	California State U, Chico	CA
University of Toledo	OH	Southwest Texas State University	TX
U of California, Irvine	CA	California State U, San Luis Obispo	CA
North Carolina State University	NC	Farleigh Dickinson, Florham	NJ
Miami University	OH	Farleigh Dickinson, Rutherford	NJ
University of South Dakota	SD		
University of Connecticut	CT		
Farleigh Dickinson, Teaneck	NJ		
Bowling Green State University	OH		
Clarkson College	NY		
Univeristy of Northern Arizona	AZ		
Illinois Institute of Technology	IL		
13,157 students from 25 DUs		6,409 students from 18 CCUs	

GLAs		SLAs	
Roberts Wesleyan College	NY	Carleton College	MN
Allentown College	PA	Macalester College	MN
St. Vincent College	PA	Hamilton College	NY
St. Francis College	PA	Beloit College	WI
Pacific Christian College	CA	Hamline University	MN
Southwestern Adventist College	TX	Amherst College	MA
College of St. Catherine	MN	Grinnell College	IA
Cedarville College	OH	Occidental College	CA
Susquehanna University	PA	Knox College	IL
Regis College	MA		
St. Joseph's College	IN		
Keuka College	NY		
Marymount Manhatten College	NY		
Illinois Benedictine College	IL		
Westminister College	MO		
Roger Williams College	RI		
Wesleyan College	GA		
St. Mary's College	MI		
Immaculata College	PA		
Urbana University	OH		
College of the Atlantic	ME		
Coker College	SC		
3,716 students from 22 GLAs		2,302 students from 9 SLAs	

In the second part of this report we have reproduced the data reported in the previously published NORMS for all items and scales that are identical in the 1990 Third Edition of the CSEQ. Users of the CSEQ can compare their local data with the 1980s responses as well as the 1990s responses.

BACKGROUND INFORMATION

Topics	Groups & % DU	CCU	SLA	GLA
Age				
22 or younger	83	77	95	80
23-27	11	12	4	10
28 or older	6	10	1	10
Sex				
male	45	39	44	35
female	55	61	56	65
Marital status				
single	93	90	99	90
married	7	10	1	10
Year in school				
freshman	26	30	26	29
sophomore	19	25	24	18
junior	22	21	22	19
senior	32	22	28	32
grad. student	1	2	0	1
Transfer?				
entered here	79	74	92	76
transferred from another college	21	26	8	24
Major field				
Agriculture	1	1	0	0
Arts	4	4	5	6
Biol. Sci.	6	5	9	6
Business	23	27	5	25
Computer Sci.	4	5	1	4
Education	6	11	1	9
Engineering	14	5	1	1
Health fields	6	9	0	12
Humanities	6	6	27	10
Phys. Sci	4	3	14	4
Soc. Sci	13	14	28	15
Other	10	8	4	7
Undecided	3	3	4	2

Topic	Groups & % DU	CCU	SLA	GLA
Ever lived on campus?				
yes	67	57	95	74
no	33	43	5	26
Where live now?				
dorm	43	44	84	64
frat/sor.	5	1	3	3
place nearby	16	10	6	5
place away	19	24	5	15
parents or relatives	17	21	2	12
Grades?				
A	11	9	8	12
A-, B+	25	22	39	26
B	29	27	34	29
B-, C+	28	32	17	25
C, C-, or lower	7	11	3	7
Plan advanced degree?				
yes	64	62	82	67
no	36	38	18	33
School attendance				
full-time	95	94	99	92
part-time	5	6	1	8
Hours/week on school work				
50 or more	14	10	21	12
40	27	23	33	26
30	37	39	31	37
20	15	19	11	17
less than 20	7	8	3	8

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BACKGROUND INFORMATION

Topics	Groups & % DU	CCU	SLA	GLA
Parents graduate from college				
no	42	51	24	51
yes, both	29	22	54	21
yes, father only	23	20	17	19
yes, mother only	7	8	5	8
College expense paid by family				
all, or nearly all	36	37	43	31
more than half	18	17	21	18
less than half	15	12	17	17
none, or very little	32	34	18	34
Race/Ethnic ID				
white	85	83	90	90
black	5	14	3	3
hispanic	3	1	1	3
oriental/asian	5	1	5	2
others	1	1	2	1
Citizenship				
US citizen	96	97	95	96
immigrant	2	2	1	1
non immigrant	2	1	4	2

Topic	Groups & % DU	CCU	SLA	GLA
Hours/work in job				
none	43	45	34	34
10 or less	17	14	43	28
15	14	11	14	13
20	15	16	7	12
30	5	6	2	5
more than 30	5	8	1	9

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LIBRARY EXPERIENCES

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	16	22	47	16	Used the library as a quiet place to read or study materials you brought with you.
CCU	14	23	49	14	
SLA	23	23	43	11	
GLA	13	22	51	14	
DU	6	18	54	21	Used the card catalogue to find what materials there were on some topic.
CCU	11	27	51	11	
SLA	11	29	54	6	
GLA	13	30	49	9	
DU	2	11	56	30	Asked the librarian for help in finding material on some topic.
CCU	5	14	57	24	
SLA	2	11	61	26	
GLA	4	13	57	26	
DU	5	16	50	30	Read something in the reserve book room or reference section.
CCU	5	18	50	26	
SLA	12	30	48	10	
GLA	9	21	48	22	
DU	5	16	48	32	Used indexes (such as the Reader's Guide to Periodical Literature) to journal articles.
CCU	8	23	49	21	
SLA	8	20	50	22	
GLA	12	26	44	18	
DU	6	19	47	28	Developed a bibliography or set of references for use in a term paper or other report.
CCU	11	27	45	17	
SLA	12	27	46	15	
GLA	14	30	43	14	

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LIBRARY EXPERIENCES

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	4	11	38	47	Found some interesting material to read just by browsing in the stacks.
CCU	6	14	40	40	
SLA	7	16	49	28	
GLA	8	17	44	31	
DU	2	10	38	49	Ran down leads, looked for further references that were cited in things you read.
CCU	3	12	43	41	
SLA	7	16	45	32	
GLA	4	13	45	38	
DU	1	4	30	65	Gone back to read a basic reference or document that other authors had often referred to.
CCU	2	6	34	58	
SLA	3	9	43	45	
GLA	2	6	36	56	

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EXPERIENCES WITH FACULTY

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	20	33	45	2	Talked with a faculty member.
CCU	29	36	34	1	
SLA	41	36	23	0	
GLA	36	37	26	1	
DU	12	31	50	7	Asked your instructor for information related to a course you were taking.
CCU	19	35	41	5	
SLA	20	38	39	3	
GLA	20	38	37	4	
DU	8	20	54	18	Visited informally and briefly with an instructor after class.
CCU	13	24	50	13	
SLA	18	28	47	7	
GLA	16	28	47	9	
DU	5	17	58	20	Made an appointment to meet with a faculty member in his/her office.
CCU	9	21	56	14	
SLA	13	30	51	5	
GLA	10	25	54	11	
DU	4	17	53	26	Discussed ideas for a term paper or other class project with a faculty member
CCU	7	22	53	18	
SLA	10	31	51	8	
GLA	8	24	52	16	
DU	4	11	44	41	Asked your instructor for comments and criticisms about your work.
CCU	7	16	46	31	
SLA	7	18	54	21	
GLA	9	21	51	19	

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EXPERIENCES WITH FACULTY

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	4	14	47	35	Discussed your career plans and ambitions with a faculty member.
CCU	6	17	49	28	
SLA	7	21	52	21	
GLA	7	20	48	26	
DU	1	3	20	76	Had coffee, cokes, or snacks with a faculty member.
CCU	2	4	21	73	
SLA	3	8	46	42	
GLA	3	7	33	57	
DU	2	3	9	86	Worked with a faculty member on a research project.
CCU	2	3	13	82	
SLA	4	6	17	73	
GLA	2	4	17	77	
DU	1	3	22	75	Discussed personal problems or concerns with a faculty member.
CCU	2	4	28	66	
SLA	2	6	36	56	
GLA	4	8	37	51	

COURSE LEARNING

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	67	27	6	1	Took detailed notes in class.
CCU	63	30	6	1	
SLA	67	25	7	1	
GLA	58	32	9	1	
DU	48	28	18	6	Underlined major points in the readings.
CCU	46	33	17	4	
SLA	52	25	17	6	
GLA	51	31	15	3	
DU	39	43	17	1	Tried to see how different facts and ideas fit together.
CCU	32	44	22	2	
SLA	50	39	10	0	
GLA	37	43	18	1	
DU	32	44	23	1	Thought about practical applications of the material.
CCU	26	43	28	3	
SLA	35	43	21	1	
GLA	33	44	22	1	
DU	23	33	35	9	Worked on a paper or project where you had to integrate ideas from various sources.
CCU	24	38	32	6	
SLA	38	37	23	3	
GLA	31	38	27	4	

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COURSE LEARNING

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	26	35	32	7	Summarized major points and information in your readings or notes.
CCU	27	40	29	4	
SLA	27	35	32	6	
GLA	27	39	29	5	
DU	21	41	36	2	Tried to explain the material to another student or friend.
CCU	22	42	35	2	
SLA	23	43	33	1	
GLA	26	42	31	1	
DU	18	22	38	22	Made outlines from class notes or readings.
CCU	18	24	38	19	
SLA	13	18	42	27	
GLA	19	25	39	17	
DU	4	11	51	34	Did additional readings on topics that were introduced and discussed in class.
CCU	6	14	51	29	
SLA	4	13	56	27	
GLA	8	15	51	26	

ART, MUSIC, THEATER

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	5	10	43	41	Talked about art with other students at the college.
CCU	5	10	41	44	
SLA	11	19	52	18	
GLA	7	11	43	39	
DU	3	6	36	54	Gone to an art gallery or art exhibit on the campus.
CCU	4	8	38	51	
SLA	8	17	58	17	
GLA	4	7	35	54	
DU	2	3	19	76	Read or discussed the opinions of art critics.
CCU	2	3	18	77	
SLA	3	5	27	65	
GLA	2	4	18	76	
DU	4	5	16	76	Participated in some art activity.
CCU	5	5	16	74	
SLA	8	7	21	64	
GLA	7	7	22	64	
DU	19	27	38	17	Talked about music with other students at the college.
CCU	17	24	37	21	
SLA	25	34	35	6	
GLA	20	27	37	16	
DU	7	13	40	39	Attended a concert or other music event at the college.
CCU	9	15	39	37	
SLA	16	29	44	11	
GLA	13	19	43	24	

ART, MUSIC, THEATER

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	3	7	27	62	Read or discussed the opinions of music critics.
CCU	3	6	22	69	
SLA	4	6	28	61	
GLA	4	6	23	67	
DU	5	3	7	85	Participated in some music activity.
CCU	6	3	7	84	
SLA	15	8	10	67	
GLA	9	5	12	74	
DU	5	10	42	43	Talked about the theater with other students at the college.
CCU	6	12	42	40	
SLA	11	19	52	17	
GLA	8	14	45	33	
DU	4	8	30	58	Seen a play, ballet, or other theater performance at the college.
CCU	7	12	36	45	
SLA	13	21	45	21	
GLA	9	13	41	37	
DU	2	4	20	74	Read or discussed the opinions of drama critics.
CCU	3	4	19	75	
SLA	3	4	26	66	
GLA	3	4	18	75	
DU	2	2	5	91	Participated in or worked on some theatrical production.
CCU	2	2	7	88	
SLA	7	4	11	79	
GLA	6	4	13	77	

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STUDENT UNION

Group	Percentages				Activities
	Very often	Often	Occas-ionally	Never	
DU	22	22	40	15	Had meals, snacks, etc., at the student union or student center.
CCU	20	22	40	17	
SLA	30	26	38	6	
GLA	30	21	34	15	
DU	13	28	45	14	Looked at the bulletin board for notices about campus events.
CCU	18	34	40	7	
SLA	30	39	27	3	
GLA	30	36	29	5	
DU	18	21	40	21	Met your friends at the student union or student center.
CCU	21	23	37	19	
SLA	34	30	30	6	
GLA	27	24	32	17	
DU	14	17	39	30	Sat around in the union or center talking with other students about your classes and other college activities.
CCU	17	19	39	25	
SLA	30	26	36	8	
GLA	24	22	35	19	
DU	9	15	38	37	Used the lounge(s) to relax or study by yourself.
CCU	10	15	35	40	
SLA	14	18	43	26	
GLA	17	20	38	26	
DU	6	12	40	42	Seen a film or other event at the student union or center.
CCU	6	12	36	47	
SLA	16	27	37	20	
GLA	10	17	40	33	

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STUDENT UNION

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	4	9	41	46	Attended a social event in the student union or center
CCU	8	14	41	37	
SLA	16	28	43	12	
GLA	11	18	41	29	
DU	2	5	34	59	Heard a speaker at the student union or center.
CCU	3	8	37	52	
SLA	6	16	44	33	
GLA	6	10	38	46	
DU	3	8	31	58	Played games that were available in the student union or center.
CCU	5	9	28	58	
SLA	7	9	36	47	
GLA	9	14	36	41	
DU	4	8	29	59	Used the lounge(s) or meeting rooms to meet with a group of students for a discussion.
CCU	5	9	29	57	
SLA	5	13	46	36	
GLA	8	14	40	38	

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ATHLETIC AND RECREATION FACILITIES

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	17	26	35	21	Set goals for your performance in some skill.
CCU	20	26	32	22	
SLA	23	24	32	21	
GLA	19	26	34	21	
DU	16	19	31	34	Followed a regular schedule of exercise, or practice in some sport, on campus.
CCU	17	19	27	37	
SLA	28	22	29	21	
GLA	18	19	30	33	
DU	9	14	33	44	Used outdoor recreational spaces for casual and informal individual athletic activities.
CCU	11	16	30	43	
SLA	16	18	36	30	
GLA	11	18	35	36	
DU	7	13	31	48	Used outdoor recreational spaces for casual and informal group sports.
CCU	9	14	28	49	
SLA	14	17	34	35	
GLA	9	15	32	43	
DU	13	17	33	38	Used facilities in the gym for individual activities.
CCU	13	17	30	40	
SLA	21	23	37	19	
GLA	15	17	32	36	
DU	9	14	27	50	Used facilities in the gym for playing sports that require more than one person.
CCU	10	13	24	52	
SLA	15	16	30	39	
GLA	13	16	27	44	

ATHLETIC AND RECREATION FACILITIES

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	6	9	23	62	Sought instruction to improve your performance in some athletic activity.
CCU	8	10	23	59	
SLA	11	12	27	50	
GLA	9	11	25	55	
DU	10	10	17	63	Played on an intramural team.
CCU	8	8	13	70	
SLA	13	16	23	48	
GLA	13	10	16	60	
DU	4	5	14	77	Kept a chart or record of your progress in some skill or athletic activity.
CCU	5	6	14	75	
SLA	5	5	14	75	
GLA	5	7	16	71	

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CLUBS AND ORGANIZATIONS

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	24	31	35	10	Looked in the student newspaper for notices about campus events and student organizations.
CCU	21	30	37	12	
SLA	33	36	26	5	
GLA	20	29	38	13	
DU	10	19	44	27	Attended a program or event put on by a student group.
CCU	12	21	42	25	
SLA	22	33	39	6	
GLA	14	26	42	17	
DU	9	19	51	22	Read or asked about a club, organization, or student government activity.
CCU	9	20	48	23	
SLA	13	30	48	9	
GLA	12	21	47	20	
DU	15	13	30	42	Attended a meeting of a club, organization, or student government group.
CCU	14	14	30	42	
SLA	18	19	39	24	
GLA	17	17	34	31	
DU	12	15	29	44	Voted in a student election.
CCU	12	16	28	44	
SLA	21	27	33	19	
GLA	25	25	27	22	
DU	7	14	40	39	Discussed policies and issues related to campus activities and student government.
CCU	8	13	38	42	
SLA	17	27	43	14	
GLA	13	20	39	29	

CLUBS AND ORGANIZATIONS

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	11	9	18	62	Worked in some student organization or special project.
CCU	10	8	19	63	
SLA	17	14	29	40	
GLA	16	12	26	47	
DU	8	11	30	50	Discussed reasons for the success or lack of success of student club meetings, activities, or events.
CCU	8	11	29	52	
SLA	13	18	43	26	
GLA	13	16	35	37	
DU	9	8	16	66	Worked on a committee.
CCU	8	8	16	68	
SLA	12	11	21	55	
GLA	13	12	23	51	
DU	5	5	13	77	Met with a faculty adviser or administrator to discuss the activities of a student organization.
CCU	5	6	16	73	
SLA	6	8	21	65	
GLA	8	10	22	60	

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EXPERIENCE IN WRITING

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	38	37	23	2	Used a dictionary or thesaurus to look up the proper meaning of words.
CCU	39	38	22	2	
SLA	44	35	20	1	
GLA	39	35	24	2	
DU	42	38	17	2	Consciously and systematically thought about grammar, sentence structure, paragraphs, word choice, and sequence of ideas or points as you were writing.
CCU	40	40	18	2	
SLA	51	34	13	2	
GLA	39	39	20	2	
DU	49	32	15	4	Wrote a rough draft of a paper or essay and then revised it yourself before handing it in.
CCU	50	33	14	3	
SLA	59	26	13	2	
GLA	48	34	15	3	
DU	37	27	25	11	Spent at least five hours or more writing a paper.
CCU	35	29	26	10	
SLA	55	26	16	3	
GLA	40	29	24	7	
DU	25	29	33	12	Asked other people to read something you wrote to see if it was clear to them.
CCU	30	30	31	9	
SLA	23	27	37	13	
GLA	31	31	29	9	
DU	15	23	42	19	Referred to a book or manual about style of writing, grammar, etc.
CCU	20	30	38	12	
SLA	11	20	46	23	
GLA	21	27	39	12	

EXPERIENCE IN WRITING

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	17	23	38	21	Revised a paper or composition two or more times before you were satisfied with it.
CCU	19	28	37	16	
SLA	19	23	36	22	
GLA	21	25	37	16	
DU	9	16	38	37	Asked an instructor for advice and help to improve your writing.
CCU	11	20	41	28	
SLA	9	17	42	32	
GLA	11	20	39	30	
DU	6	12	32	49	Made an appointment to talk with an instructor who had criticized a paper you had written.
CCU	8	14	35	43	
SLA	8	15	42	35	
GLA	8	13	35	44	
DU	2	2	8	88	Submitted for publication an article, story, or other composition you had written.
CCU	2	3	10	85	
SLA	3	3	14	80	
GLA	4	5	11	80	

PERSONAL EXPERIENCES

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	31	33	30	5	Told a friend why you reacted to another person the way you did.
CCU	30	35	29	5	
SLA	38	36	24	2	
GLA	34	35	27	4	
DU	18	27	39	16	Discussed with other students why some groups get along smoothly, and other groups don't.
CCU	18	28	38	16	
SLA	26	31	35	7	
GLA	22	30	36	12	
DU	27	25	35	13	Sought out a friend to help you with a personal problem.
CCU	27	26	34	13	
SLA	33	28	31	8	
GLA	33	27	30	10	
DU	11	17	37	35	Elected a course that dealt with understanding personal and social behavior.
CCU	13	19	37	31	
SLA	15	18	35	32	
GLA	15	21	36	27	
DU	17	29	42	12	Identified with a character in a book or movie and wondered what you might have done under similar circumstances.
CCU	17	28	42	13	
SLA	24	31	38	8	
GLA	20	29	40	11	
DU	9	17	44	30	Read articles or books about personal adjustment and personality development.
CCU	10	18	45	27	
SLA	9	17	44	30	
GLA	14	21	43	22	

PERSONAL EXPERIENCES

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	5	12	44	38	Taken a test to measure your abilities, interests, or attitudes.
CCU	8	16	46	31	
SLA	4	10	43	43	
GLA	10	18	47	25	
DU	7	15	44	33	Asked a friend to tell you what he/she really thought about you.
CCU	9	16	42	33	
SLA	8	13	48	31	
GLA	11	19	43	26	
DU	7	12	32	50	Been in a group where each person, including yourself, talked about his/her personal problems.
CCU	9	14	32	44	
SLA	9	14	33	44	
GLA	12	17	36	35	
DU	3	3	16	78	Talked with a counselor or other specialist about problems of a personal nature.
CCU	3	4	19	74	
SLA	3	4	21	72	
GLA	6	8	25	61	

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STUDENT ACQUAINTANCES

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	33	35	28	4	Made friends with students whose academic major field was very different from yours.
CCU	34	36	27	3	
SLA	50	36	13	1	
GLA	41	35	22	2	
DU	21	33	40	5	Made friends with students whose interests were very different from yours.
CCU	24	35	37	4	
SLA	29	39	30	2	
GLA	27	37	33	3	
DU	25	35	36	5	Made friends with students whose family background was very different from yours.
CCU	26	36	34	4	
SLA	37	39	22	2	
GLA	32	38	28	3	
DU	21	30	41	8	Made friends with students whose age was very different from yours.
CCU	27	34	35	5	
SLA	22	27	39	11	
GLA	28	33	34	4	
DU	17	27	48	8	Made friends with students whose race was different from yours.
CCU	21	30	43	6	
SLA	22	32	43	3	
GLA	20	29	44	6	
DU	11	17	49	22	Made friends with students from another country.
CCU	12	17	46	25	
SLA	17	27	48	8	
GLA	16	21	46	17	

STUDENT ACQUAINTANCES

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	14	26	44	17	Had serious discussions with students whose philosophy of life or personal values were very different from yours.
CCU	16	26	42	16	
SLA	24	34	37	6	
GLA	17	29	42	12	
DU	13	21	41	24	Had serious discussions with students whose religious beliefs were very different from yours.
CCU	15	21	41	24	
SLA	22	30	36	11	
GLA	14	22	43	20	
DU	12	20	43	25	Had serious discussions with students whose political opinions were very different from yours.
CCU	12	20	43	25	
SLA	23	28	38	10	
GLA	12	18	43	26	
DU	9	12	39	41	Had serious discusions with students from a country different from yours.
CCU	9	12	36	43	
SLA	15	20	45	20	
GLA	11	15	38	36	

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DORMITORY OR FRATERNITY/SORORITY

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	49	26	15	10	Had lively conversations about various topics during dinner in the dining room or cafeteria.
CCU	45	26	16	13	
SLA	59	28	11	3	
GLA	56	26	12	6	
DU	31	31	29	9	Gone out with other students for late night snacks.
CCU	32	30	26	12	
SLA	31	32	32	5	
GLA	36	30	26	8	
DU	31	38	27	4	Offered to help another student who needed some assistance.
CCU	30	38	25	6	
SLA	26	44	28	2	
GLA	35	39	22	4	
DU	34	26	26	13	Participated in bull sessions that lasted late into the night.
CCU	33	26	24	18	
SLA	31	29	32	8	
GLA	41	24	24	12	
DU	20	33	40	7	Asked others for assistance in something you were doing.
CCU	20	33	39	8	
SLA	15	32	48	5	
GLA	22	34	38	6	
DU	21	23	42	13	Borrowed things from others in the residence unit.
CCU	22	23	38	17	
SLA	16	23	51	9	
GLA	23	25	39	13	

DORMITORY OR FRATERNITY/SORORITY

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	20	23	40	16	Attended social events put on by the residence unit.
CCU	16	21	41	22	
SLA	19	31	41	9	
GLA	22	26	38	14	
DU	20	27	37	16	Studied with other students in the residence unit.
CCU	18	26	37	19	
SLA	14	23	44	18	
GLA	23	28	35	13	
DU	13	11	27	49	Helped plan or organize an event in the residence unit.
CCU	10	10	28	52	
SLA	11	13	33	43	
GLA	13	14	33	40	
DU	8	9	23	61	Worked on some community service or fund raising project with other students in the residence unit.
CCU	6	8	23	63	
SLA	3	5	21	71	
GLA	7	10	27	55	

SCIENCE

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	39	28	24	9	Memorized formulas, definitions, technical terms.
CCU	31	32	27	10	
SLA	28	26	31	15	
GLA	28	28	28	16	
DU	24	24	31	20	Tried to express a set of relationships in mathmatical terms.
CCU	16	26	35	22	
SLA	23	20	32	25	
GLA	14	21	34	31	
DU	15	21	38	25	Tested your understanding of some scientific principle by seeing if you could explain it to another student.
CCU	11	22	40	26	
SLA	13	21	39	27	
GLA	12	18	38	32	
DU	7	11	36	46	Read articles (not assigned) about scientific theories or concepts.
CCU	5	10	35	49	
SLA	6	11	35	48	
GLA	5	11	33	52	
DU	7	10	25	58	Practiced to improve your skill in using some laboratory equipment
CCU	6	11	28	55	
SLA	7	8	21	63	
GLA	6	10	24	60	
DU	5	9	29	56	Showed a classmate how to use a piece of scientific equipment.
CCU	5	11	35	50	
SLA	5	9	28	59	
GLA	5	10	27	58	

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SCIENCE

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	6	12	36	47	Attempted to explain an experimental procedure to a classmate.
CCU	5	13	39	44	
SLA	5	13	32	49	
GLA	5	11	31	52	
DU	2	3	17	78	Went to an exhibit or demonstration of some new scientific device.
CCU	2	3	18	78	
SLA	1	3	14	81	
GLA	2	3	18	77	

TOPICS OF CONVERSATION

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	16	40	41	3	Current events in the news.
CCU	13	37	46	4	
SLA	19	39	39	2	
GLA	12	36	47	5	
DU	10	24	52	14	Major social problems such a peace, human rights, equality, justice.
CCU	11	24	51	14	
SLA	19	32	43	6	
GLA	12	24	51	13	

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TOPICS OF CONVERSATION

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	9	25	54	12	Different life styles and customs.
CCU	10	25	52	13	
SLA	16	33	46	5	
GLA	12	27	50	11	
DU	5	14	50	32	The ideas and views of other people such as writers, philosophers, historians.
CCU	6	13	49	32	
SLA	12	25	50	13	
GLA	5	16	50	29	
DU	5	11	45	39	Fine arts - painting, theatrical productions, ballet, symphony, etc.
CCU	5	10	44	41	
SLA	10	17	53	20	
GLA	7	12	45	37	
DU	7	16	41	35	Science - theories, experiments, methods.
CCU	5	11	41	43	
SLA	6	15	47	32	
GLA	5	11	39	45	
DU	8	17	46	29	Computers and other technologies.
CCU	6	13	46	35	
SLA	5	13	56	26	
GLA	7	14	46	33	
DU	9	21	50	20	Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.
CCU	7	18	51	24	
SLA	15	29	47	9	
GLA	9	18	51	23	

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INFORMATION IN CONVERSATIONS

Group	Percentages				Activities
	Very often	Often	Occas-sionally	Never	
DU	16	44	38	2	Referred to knowledge you had acquired in your reading.
CCU	14	42	41	3	
SLA	20	50	29	1	
GLA	14	43	40	3	
DU	10	34	49	6	Explored different ways of thinking about the topic.
CCU	10	34	49	7	
SLA	15	43	39	3	
GLA	11	35	48	6	
DU	11	37	47	5	Referred to something a professor said about the topic.
CCU	12	39	45	4	
SLA	14	41	42	3	
GLA	14	42	40	4	
DU	7	25	54	14	Subsequently read something that was related to the topic.
CCU	8	28	52	12	
SLA	8	25	54	13	
GLA	9	28	51	12	
DU	3	17	70	9	Changed your opinion as a result of the knowledge or arguments presented by others.
CCU	4	19	68	9	
SLA	4	19	71	6	
GLA	5	20	68	7	
DU	5	21	65	9	Persuaded others to change their minds as a result of the knowledge or arguments you cited.
CCU	6	22	62	10	
SLA	4	20	69	7	
GLA	6	22	63	9	

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READING/WRITING/OPINIONS ABOUT COLLEGE

Topics	Groups	Percentages None	5-	5-10	10-20	20+
Reading						
Texts or assigned books	DU	1	15	39	34	11
	CCU	1	21	42	29	7
	SLA	0	4	18	38	40
	GLA	1	15	39	34	11
Non-assigned books	DU	17	51	19	8	5
	CCU	18	50	20	8	5
	SLA	8	47	24	11	8
	GLA	13	47	23	10	7
Writing						
Essay exams	DU	11	38	30	16	4
	CCU	7	34	33	20	6
	SLA	3	27	41	23	6
	GLA	5	29	33	23	10
Term papers	DU	9	41	28	17	5
	CCU	7	45	31	13	4
	SLA	1	22	32	34	12
	GLA	4	38	31	18	8

Topics	Groups & % DU	CCU	SLA	GLA
Opinions				
Like College?				
enthusiastic	37	36	51	41
like	46	49	39	46
neutral	13	12	8	10
don't like	3	2	2	2
Go again?				
yes, definitely	36	31	38	36
probably yes	43	44	44	42
probably no	15	18	13	15
no definitely	6	6	4	7

COLLEGE ENVIRONMENT

Topics	Groups & % DU	CCU	SLA	GLA
Academic, scholarly emphasis				
7 strong	20	17	49	24
6	38	35	37	38
5	25	27	10	23
4	11	14	3	10
3	4	4	1	3
2	2	2	0	1
1 weak	0	0	0	1
Esthetic, expressive, creative emphasis				
7 strong	5	7	11	9
6	16	21	29	27
5	28	31	31	31
4	25	24	17	19
3	15	11	8	9
2	9	4	4	4
1 weak	3	1	1	1
Critical, analytical emphasis				
7 strong	10	8	31	11
6	27	25	38	28
5	32	33	20	30
4	20	22	8	20
3	8	9	2	7
2	3	3	1	3
1 weak	1	1	0	1
Vocational, occupational emphasis				
7 strong	9	10	3	13
6	23	23	9	28
5	27	29	20	27
4	21	22	21	18
3	11	10	19	8
2	7	4	18	4
1 weak	3	2	10	2

Topics	Groups & % DU	CCU	SLA	GLA
Personal relevance, practical emphasis				
7 strong	6	9	5	16
6	21	26	19	31
5	28	30	28	27
4	23	21	25	16
3	12	8	14	6
2	7	4	7	3
1 weak	3	2	2	1
Relationships with student & student activities				
7 friendly, supportive	18	24	23	30
6	32	34	35	35
5	22	21	22	18
4	14	13	11	10
3	7	5	6	3
2	5	3	2	2
1 uninvolved, alienated	2	1	1	1
Relationships with faculty members				
7 approachable, helpful	9	18	29	25
6	28	34	42	40
5	27	24	18	20
4	19	15	7	9
3	9	5	3	4
2	6	3	1	2
1 remote, unsympathetic	2	1	0	1
Relationship with administrative personnel & offices				
7 flexible, considerate	4	8	7	14
6	15	20	22	28
5	21	24	25	24
4	23	22	22	16
3	14	12	11	8
2	13	9	9	5
1 rigid, impersonal	10	7	4	5

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ESTIMATE OF GAINS

Groups	Percentages: Very much	Quite a bit	Some	Very little	Topic
DU	15	31	38	16	Vocational training
CCU	16	32	38	14	
SLA	5	19	45	31	
GLA	21	39	32	8	
DU	19	41	32	8	Background specialization for further education
CCU	16	41	35	8	
SLA	28	42	24	6	
GLA	21	41	31	7	
DU	18	46	31	4	General education about different fields of knowledge
CCU	18	48	30	3	
SLA	42	44	13	1	
GLA	23	45	28	4	
DU	20	47	29	5	Information relevant to a career
CCU	22	47	27	4	
SLA	21	42	32	5	
GLA	26	49	22	3	
DU	8	17	38	37	Understanding & enjoyment of art, music, & drama
CCU	9	19	39	32	
SLA	16	29	39	16	
GLA	12	18	42	28	
DU	8	20	42	30	Acquaintance & enjoyment of literature
CCU	8	24	45	23	
SLA	21	34	34	12	
GLA	10	24	44	22	

Groups	Percentages: Very much	Quite a bit	Some	Very little	Topic
DU	14	38	37	11	Writing clearly & effectively
CCU	15	41	37	7	
SLA	27	43	25	5	
GLA	19	42	32	7	
DU	15	18	27	40	Familiarity with the use of computers
CCU	11	17	29	43	
SLA	17	20	29	34	
GLA	12	17	27	44	
DU	14	33	39	13	Aware of different philosophies, cultures, & ways of life
CCU	12	32	42	14	
SLA	30	42	25	3	
GLA	17	37	36	10	
DU	23	40	29	9	Developing own values & ethical standards
CCU	21	41	30	8	
SLA	32	42	22	4	
GLA	28	41	25	6	
DU	31	43	21	5	Understanding your self
CCU	31	44	21	4	
SLA	38	43	16	2	
GLA	36	42	18	4	
DU	29	46	21	3	Understand others / ability to get along with different people
CCU	29	48	20	3	
SLA	34	47	17	2	
GLA	34	47	16	2	

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ESTIMATE OF GAINS

Groups	Percentages: Very much	Quite a bit	Some	Very little	Topic
DU	17	37	34	12	Ability to function
CCU	21	39	30	10	as a team member
SLA	15	33	41	12	
GLA	23	40	31	7	
DU	12	27	39	23	Developing food
CCU	16	31	35	18	health habits &
SLA	11	25	41	22	physical fitness
GLA	14	29	39	18	
DU	13	24	37	26	Understanding the
CCU	10	22	42	25	nature of science
SLA	16	21	37	25	& experimentation
GLA	10	18	36	35	
DU	11	21	37	31	Understanding
CCU	8	19	41	31	new science &
SLA	11	18	36	36	technical
GLA	8	17	36	38	developments
DU	9	23	41	28	Aware of the conse-
CCU	9	22	41	28	quences of new ap-
SLA	11	26	41	22	plications in
GLA	8	21	38	33	science & technology
DU	21	43	31	5	Ability to think
CCU	16	43	34	6	analytically &
SLA	28	44	25	3	logically
GLA	18	44	32	6	

Groups	Percentages: Very much	Quite a bit	Some	Very little	Topic
DU	14	34	38	14	Quantitative
CCU	12	32	41	15	thinking
SLA	16	29	39	16	
GLA	12	32	40	15	
DU	22	47	28	3	Ability to put
CCU	21	47	29	3	ideas together
SLA	36	44	19	1	
GLA	24	47	26	3	
DU	34	44	19	3	Ability to learn
CCU	33	46	19	2	on your own, pursue
SLA	43	40	15	2	ideas, & find
GLA	37	44	17	2	information

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CSEQ
BIBLIOGRAPHY
(Prepared December 1991)

This bibliography includes dissertations, monographs, journal articles, convention papers,reviews, summaries of literature, college reports prepared for internal distribution (probably not available externally), and some as yet unpublished studies, all involving the use of the CSEQ, related to the CSEQ, or the concept of quality of effort presumably measured by the CSEQ.

Our knowledge of who has done what with the CSEQ is limited. For example, we know that many of the several hundred colleges that have used the CSEQ have prepared and circulated some sort of report of research, but we do not have these reports. Also, we believe that the CSEQ has been used in master's theses, other student-conducted studies, and probably in some doctoral dissertations we do not know about.

The bibliography presented here indicates what we know from seeing and reading the reports, or from identifying a relevant study in *Higher Education Abstracts*, or from convention programs and other sources.

Quite a bit of research is currently in progress that involves the use of the CSEQ and we hope that these activities can be included in a future and more extensive bibliography. Material for an expanded bibliography should be sent to C. Robert Pace at the UCLA Center for the Study of Evaluation.

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PSYCHOMETRIC SUPPLEMENT TO THE CSEQ THIRD EDITION, 1990

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DISTRIBUTED BY
UCLA CENTER FOR THE STUDY OF EVALUATION
1992

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INTRODUCTION

In 1987 the *CSEQ: Test Manual and Norms* was published. For all parts of the questionnaire the manual presented score reliabilities, item intercorrelations, factor analyses, and other psychometric information about the CSEQ. This was the most complete report about the statistical quality of the various measures. It was based on a 10% sample of the 25,606 students from 74 colleges and universities that comprised the norms for the test results obtained during the period 1983-1986. The second part of this 1987 publication gave the results to all items and scales from four groups of institutions--Doctoral Universities, Comprehensive Colleges and Universities, General Liberal Arts Colleges, and Selective Liberal Arts Colleges.

In 1990 a slightly revised version of the CSEQ was published, identified as the Revised Third Edition, 1990. Following the first two years of its use, suitable results from 20,513 undergraduates at 63 colleges and universities was published, *CSEQ: Norms for the Third Edition, 1990*. This recent 1992 publication described the new norm base, and identified certain ways the students and institutions differed from the norms published in 1987. The publication also reproduced the item and scale response data, so that users could compare their own data with both the 1992 and the 1987 results. We did not, however, present revised psychometric data based on the new norm population and the items or scales in which a change in content had been made. This new information is presented now.

THE ACTIVITY SCALES

In the CSEQ Third Edition, there were some item changes in 5 of the 14 activity scales, and there were two items added to the list of gains. For these parts of the CSEQ, new psychometric characteristics were examined. Also, because the set of institutions and individuals using the CSEQ Third Edition in 1990 and 1991 were different in some respects from the norm base of institutions and students for the CSEQ Second Edition, there may be changes in how the various measures (activities, environment, gains) are related to one another.

The reliabilities of the Quality of Effort scales, for the Second and Third Editions are listed in Table 1. For 11 of the 14 scales, the reliabilities for the Third Edition are nearly identical with those for the Second Edition. In the other three scales, the reliabilities for the Third Edition are noticeably higher.

The abbreviations we use to identify these activity scales, and, later in the report, the environment ratings and the gains are explained at the end of this document.

Table 1

Reliabilities of Activity Scale Scores (Coefficient Alpha)

	Second Edition	Third Edition
LIB	83	83*
FAC	90	90
COURSE	82	96*
AMT	85	85
UNION	87	89
ATHL	90	90*
CLUBS	92	92
WRITE	86	85
PERS	84	96
STACQ	88	96
SCI	89	91*
RESIDENCE	90	91
CONTPS	83	86*
CONINFO	83	83

* signifies one or more item changes

Nine of the 14 activity scales are identical in the two editions. Presumably, the item intercorrelations and factor loadings within these scales should be similar although small differences might occur because of changes in the population base or the time period (1983-86 vs 1990-91). The other scales, where one or more changes in item content were made, have been reanalyzed and the results are reported in Tables 2-6.

LIBRARY EXPERIENCES

In the LIBRARY EXPERIENCES scale there was one item change. The previous item "Used specialized bibliographies (such as Chemical Abstracts, Psychological Abstracts, etc.)" was dropped. In its place a new item was written "Checked out books to read (not textbooks)". The item intercorrelations, comparing the Second and Third Editions, were very similar. Of the 45 intercorrelations, 39 were within .09 or less between the two sets; and four of the six with larger differences were related to

the item change. In the Second Edition there was one factor. Comparing these loadings with the one factor solution in the Third Edition, only one item had a difference greater than .09. The Third Edition did, however, produce a two factor solution that was interpretable. One factor, which we have labelled "reference activities" contained four items; the other factor, labelled "probing activities" also contained four items. One item was split between the factors, and one item with loading on factor II did not fit the characterization of "probing activities".

Table 2

LIBRARY EXPERIENCES

Item Intercorrelations

	Items	1	2	3	4	5	6	7	8	9	10
Item	1										
	2	26									
	3	17	37								
	4	24	34	26							
	5	21	49	41	35						
	6	21	54	36	34	55					
	7	28	34	19	26	23	29				
	8	27	39	29	33	39	45	43			
	9	24	33	23	32	35	38	36	65		
New Item	10	25	39	21	26	24	30	48	37	37	

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	46	15	50*
2	72	66*	36
3	53	70*	06
4	57	46	35
5	68	80*	15
6	72	74*	27
7	61	09	77*
8	74	38	67*
9	68	30	67*
10	61	14	72*

Factor I Items 2,3,5,6 refer to reference activities
Factor II Items 1,7-10 refer to probing activities
Item 4 is split between Factors I and II

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COURSE LEARNING

In the COURSE LEARNING scale there was one item change. The previous item "Listened attentively in class meetings" was replaced with "Participated in class discussions". Again, there was much similarity in the item intercorrelations. Only one item had a really large difference. In the Second Edition, item 1 "Took detailed notes in class" correlated .53 with item 2, "Listened attentively in class meetings". Now, in the Third Edition, the same item 1 correlated .20 with the new item "Participated in class discussions". A one factor solution produced very similar loadings in both editions. The loadings of 9 of the 10 items were within .09 or less between the Second and Third Editions. In both instances, a three factor solution produced interpretable results. In both editions, one factor consisted of the same items, reflecting integrative activities. The two other factors were roughly similar. One item was about equally divided between two of the factors. In the Third Edition the three factors are labelled "participation and application", "integrative activities", and "information emphases".

Table 3

COURSE LEARNING

Item Intercorrelations

	Items	1	2	3	4	5	6	7	8	9	10
	1										
New Item	2	20									
	3	35	24								
	4	23	34	39							
	5	20	34	28	62						
	6	20	33	27	38	41					
	7	27	24	36	37	38	45				
	8	15	33	21	32	35	36	39			
	9	21	22	31	25	24	30	50	34		
	10	08	26	16	28	32	33	30	33	39	

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II	III
1	43	11	04	80*
2	56	58*	21	10
3	56	25	16	72*
4	70	79*	11	26
5	69	81*	18	12
6	67	49	46	14
7	71	24	62*	40
8	62	38	58*	02
9	61	-02	79*	31
10	56	27	69*	-12

Factor I Items 2,4,5 refer to participation and application
Factor II Items 7-10 refer to integrative activities
Factor III Items 1,3 refer to information emphases
Item 6 is split between Factors I and II

ATHLETIC AND RECREATION FACILITIES

In this scale, the last item in the Second Edition, "Played in any varsity sport or athletic event" was dropped. In its place was a new item, "Was a spectator at college athletic events". Table 4 shows the item intercorrelations for the Third Edition. Compared to the Second Edition all but two of the intercorrelations were within .09 or less. The two intercorrelations with larger differences both related to the new item. With respect to factor loadings in the one factor solution, there were no differences greater than .09. The Third Edition produced only a one factor solution. For the Second Edition there were two interpretable factors--one referring to goal setting and individual activities, and the other referring to group activities.

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Table 4

ATHLETIC AND RECREATION FACILITIES

Item Intercorrelations

	Items	1	2	3	4	5	6	7	8	9	10
	1										
	2	67									
	3	51	61								
	4	48	57	67							
	5	53	69	58	52						
	6	50	57	55	66	59					
	7	50	59	52	52	53	56				
	8	37	41	47	62	40	60	37			
	9	44	48	44	39	44	37	53	27		
New Item	10	38	40	41	44	41	44	36	38	29	

Factor Loadings

Item	One Factor	Multiple Factor Solutions
1	73	
2	82	
3	79	(no further factors)
4	80	
5	78	
6	80	
7	74	
8	66	
9	62	
10	59	

SCIENCE

In the Second Edition the last four items all referred to computer activities. These were all omitted in the Third Edition. In both editions, however, the first eight items were identical. Comparing the two sets of item intercorrelations for these eight items, no differences greater than .09 were found. In the factor analyses, limited to the same eight correlations, the one factor loadings were generally similar, although the loadings were higher for six of the eight items in the Third Edition. The factor analysis of the new 10 item scale produced an interpretable two

factor solution nearly identical to the eight item factor analysis of the Second Edition.

Table 5

SCIENCE

Item Intercorrelations

	Items	1	2	3	4	5	6	7	8	9	10
Item	1										
New Item	2	65									
	3	60	61								
	4	37	39	53							
	5	46	46	56	52						
	6	47	45	59	48	75					
	7	49	47	63	49	72	82				
	8	26	28	29	49	49	53	52			
New Item	9	48	47	55	44	66	68	72	42		
New Item	10	31	38	45	49	41	43	47	38	44	

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	68	20	86*
2	68	20	85*
3	80	48	69*
4	68	66*	27
5	82	75*	38
6	85	78*	37
7	86	77*	41
8	62	77*	01
9	80	66*	45
10	61	62*	20

Factor I Items 4-10 refer to methods and applications
Factor II Items 1-3 refer to general science understanding

TOPICS OF CONVERSATION

There were so many changes in the Topics of Conversation scale that comparisons between the results from the Second Edition and the Third Edition are of very little value. From the Second Edition the first four items were dropped. The items 5-12 in the Second Edition are now items 1-8 in the Third Edition. For these common items the intercorrelations are shown in Table 6. None of the differences between the Second and Third Edition correlations

are greater than .09. Since the four omitted items from the Second Edition comprised a single factor which, of course, no longer exists in the Third Edition, the other two factors of a multiple solution were very similar in both editions--one related to science topics and the other related to general cultural and societal issues. In the Third Edition, item 5, related to fine arts, did not have a strong loading on either factor. The two new items in the Third Edition fit nicely in Factor I related to societal issues.

Table 6

TOPICS OF CONVERSATION

Item Intercorrelations

	Items	1	2	3	4	5	6	7	8	9	10
Item	1										
	2	61									
	3	43	58								
	4	37	51	52							
	5	24	31	34	44						
	6	20	21	22	34	24					
	7	25	18	18	25	18	45				
	8	43	50	39	43	31	37	31			
New Item	9	48	52	44	40	23	23	31	51		
New Item	10	52	52	46	44	30	24	27	49	58	

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	70	74*	09
2	78	84*	05
3	71	74*	09
4	72	63*	34
5	52	42	32
6	47	12	84*
7	46	13	79*
8	72	61*	40
9	73	71*	20
10	75	74*	17

Factor I Items 1-4,8-10 refer to societal issues
Factor II Items 6,7 refer to general science topics
Item 5 is split between I and II, with a higher loading on I.

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OTHER COMPARISONS

The assumed similarity in the psychometric features between the Second and Third Editions for scales where content was not changed was verified by the fact that the item intercorrelations of the Third Edition scales did not differ in any important way from the ones for the Second Edition. Of the nearly 300 intercorrelations, only three differed by .10 or more.

We also checked the factor analysis results for the scales that were unchanged in the Third Edition. In some instances the results were the same for both the Second and Third Editions, the CONINFO scale produced the same one factor, the UNION scale produced the same two factors, CLUBS AND ORGANIZATIONS produced the same two factors, the RESIDENCE scale produced the same two factors, and the AMT scale produced the same three factors. The results for the Third Edition are reported in Tables 7-11.

Table 7

CONINFO

Factor Loadings

Item	One Factor	Multiple Factor Solutions
1	80	
2	79	
3	82	(no further factors)
4	76	
5	62	
6	61	

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Table 8

UNION

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	72	85*	14
2	70	55*	44
3	82	87*	28
4	82	86*	28
5	68	60*	35
6	69	20	80*
7	75	26	82*
8	67	20	77*
9	52	22	53*
10	67	40	55*

Factor I Items 1-5 refer to casual, informal socializing
Factor II Items 6-10 refer to programmatic use, events

Table 9

CLUBS

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	52	04	88*
2	77	46	70*
3	78	47	71*
4	83	72*	42
5	69	57*	39
6	78	63*	47
7	86	85*	27
8	85	81*	32
9	83	86*	21
10	75	84*	10

Factor I Items 4-10 refer to commitment and involvement in clubs
Factor II Items 1-3 refer to curiousity about clubs

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Table 10

RESIDENCE

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	71	76*	14
2	79	81*	21
3	80	79*	26
4	80	84*	17
5	80	76*	29
6	76	72*	29
7	74	44	69*
8	77	61*	47
9	64	19	88*
10	59	15	85*

Factor I Items 1-6,8 refer to informal, independent activities
Factor II Items 7,9,10 refer to group events or activities

Table 11

AMT

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II	III
1	72	76*	22	27
2	64	76*	18	17
3	63	77*	26	05
4	52	76*	62	13
5	61	26	09	76*
6	67	16	28	75*
7	61	29	22	57*
8	49	-02	19	70*
9	77	25	74*	33
10	72	16	76*	30
11	64	23	75*	10
12	58	07	77*	15

Factor I Items 1-4 refer to arts activities
Factor II Items 9-12 refer to theater activities
Factor III Items 5-8 refer to music activities

In the four scales that were unchanged there were a few minor differences in the factor scale scores, but none that suggested a re-definition of the scale content. The results for the Third Edition are reported in Tables 12-15.

Table 12

FACULTY

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	78	79*	21
2	78	83*	12
3	81	81*	23
4	77	74*	26
5	74	70*	27
6	78	64*	46
7	74	67*	32
8	62	28	74*
9	48	09	76*
10	65	34	69*

Factor I Items 1-7 refer to informal contacts or discussions of content
Factor II Items 8-10 refer to personal, social, and work contacts

Table 13

WRITE

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	61	73*	05
2	58	76*	-05
3	72	78*	17
4	67	65*	26
5	73	54	49
6	73	56	46
7	78	58	52
8	72	31	78*
9	62	16	81*
10	29	-07	57*

Factor I Items 1-4 refer to basic mechanisms and conscientious revisions
Factor II Items 8-10 refer to critical advice and quality
Items 5-7 are split between the two factors

Table 14

PERS

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	71	87*	08
2	72	80*	17
3	73	82*	17
4	63	29	64*
5	65	46	47
6	65	21	76*
7	58	16	70*
8	70	58*	40
9	68	53*	43
10	47	04	68*

Factor I Items 1-3,8,9 refer to interpersonal experiences
Factor II Items 4,6,7,10 refer to objective information and expertise
Item 5 is split between the two factors

Table 15

STACQ

Factor Loadings

Item	One Factor	Multiple Factor Solutions I	II
1	72	81*	19
2	76	84*	22
3	79	82*	29
4	68	70*	24
5	74	65*	39
6	74	44	61*
7	76	37	72*
8	70	22	79*
9	67	19	77*
10	67	19	78*

Factor I Items 1-5 refer to breadth of acquaintance
Factor II Items 6-10 refer to depth of interaction

THE INTEGRATION OF ACTIVITIES

There were clear and expected differences between the Second and Third Editions in the way the activity scales were divided in the factor analysis of the 14 scales as a group. In the Third Edition, the non-academic issues for the Topics of Conversation scale were eliminated. Thus all the topics were now academic, intellectual, and scholarly in content. Also, because of this change in the Topics of Conversation, the scale for Information in Conversations now clearly referred to these intellectual topics. Consequently, what was the academic, intellectual factor in the Second Edition now includes CONTPS and CONINFO along with the previous scales for LIB, FAC, COURSE, and WRITE. Then, what had been two factors related to group and interpersonal items, now became a single factor which we call PERSONAL/SOCIAL. In the new edition, a Third factor emerged which made little or no sense--consisting of SCIENCE and ATHLETICS. We then determined that SCIENCE generally correlated more highly with the ACADEMIC/SCHOLARLY scales, and ATHLETICS generally correlated more highly with the PERSONAL/SOCIAL scales. So, we assigned them accordingly. The factor analysis for the activity scales in the Third Edition is shown in the following table.

Table 16

Factor Analyses of Activity Scales

Scales	Factor Loadings	
	I	II
LIB	59*	22
FAC	53*	38
COURSE	74*	13
WRITE	58*	24
SCI	42*	-09
CONTPS	72*	23
CONINFO	75*	23
AMT	42	48*
UNION	16	72*
ATHL	-06	45*
CLUBS	29	68*
PERS	39	60*
STACQ	47	52*
RESIDENCE	20	74*

THE ENVIRONMENT RATINGS

The intercorrelations among the eight topics related to the environment are shown below.

Table 17

ENVIRONMENT RATINGS

Item Intercorrelations

	SCH	ESTH	CRIT	VOC	PRAC	STU	FAC	ADM
SCH								
ESTH	48							
CRIT	58	49						
VOC	33	40	37					
PRAC	40	49	39	54				
STU	27	29	22	21	30			
FAC	30	35	24	25	38	43		
ADM	25	33	20	26	31	35	54	

Comparing these 28 correlations with the ones reported for the Second Edition reveals that 23 differ by .06 or less--with 14 differing by .03 or less. Of the five comparisons having a larger difference, all of them show that in the Third Edition, the VOC or PRAC scales correlated higher than previously with the SCH, ESTH, and CRIT scales.

The consequence of these differences in intercorrelations shows up in these factor analysis results.

Table 18

Factor Analysis of the Environment Ratings

	Factor 1	Factor 2
SCH	75*	15
ESTH	70*	29
CRIT	81*	04
VOC	66*	18
PRAC	66*	34
STU	18	69*
FAC	20	81*
ADM	16	79*

In the factor analysis of these scales in the Second Edition, there were three factors--SCH, ESTH, and CRIT; VOC and PRAC; and STU, FAC, and ADM. Now, because of higher correlations between the SCH, ESTH, and CRIT scales and the VOC and PRAC scales, the new analysis shows two factors. The VOC and PRAC ratings are now part of Factor 1 which might be designated a SCHOLARLY/PRAGMATIC factor. This new result may be owing to two elements--first, in the composition of the Third Edition institutions, five of the 63 institutions were SLA (8%) compared with 9 of 74 (12%) in the norms for the Second Edition; and Second, among these 5 SLAs, the percent of students who said that their major field was Business was 12%, contrasted with 5% in the Second Edition responses. It is also possible that in today's college and university students the personal and vocational relevance of the college experience is seen as an integral part rather than a separate part of undergraduate life.

THE ESTIMATE OF GAINS/PROGRESS

The gains/progress section of the CSEQ now includes 23 items. The two additional items both related to broad societal topics: "seeing the importance of history for understanding the present as well as the past" and "gaining knowledge about other parts if the world and other people--Asia, Africa, South America, etc.". The other 21 items are the same in both editions, and are printed in the same order. Table 19 gives the intercorrelations among the 23 gains items.

Table 19

Intercorrelation of Gains

	VOC	SPEC	GENLED	CAREER	ARTS	LIT	WRITE	CMPTS	PHILS	VALUES	SELF	OTHERS	TEAM	HEALTH	SCI	TECH	CONSQ S/T	ANALY	QUANT	SYNTH	INQ	HIST	WORLD
VOC																							
SPEC	41																						
GENLED	13	31																					
CAREER	48	47	38																				
ARTS	09	11	27	16																			
LIT	02	11	29	14	51																		
WRITE	12	21	30	24	18	38																	
CMPTS	18	14	17	17	08	07	21																
PHILS	09	18	40	19	35	40	31	20															
VALUES	13	21	31	23	21	26	29	14	47														
SELF	19	21	28	27	21	20	31	13	37	66													
OTHERS	12	16	28	22	19	20	28	12	37	47	57												
TEAM	24	16	18	26	09	07	22	21	20	36	42	51											
HEALTH	13	10	15	18	12	12	19	11	16	29	34	32	42										
SCI	16	33	19	21	09	08	06	13	16	20	18	15	19	27									
TECH	19	32	17	22	07	09	04	18	14	17	15	11	19	22	79								
CONSQ S/T	18	31	23	23	13	13	10	17	23	23	21	16	19	20	65	73							
ANALY	21	31	32	34	15	20	32	23	30	37	37	29	28	22	39	40	44						
QUANT	20	26	22	28	08	11	17	25	18	21	23	17	23	22	41	44	41	58					
SYNTH	18	28	35	30	23	27	36	21	35	40	44	36	34	23	28	27	32	58	47				
INQ	19	27	31	30	20	27	38	16	31	40	45	38	34	24	21	20	25	45	35	61			
HIST	10	19	34	22	29	35	30	08	42	32	30	27	24	19	14	13	22	29	16	38	42		
WORLD	05	14	30	14	27	29	19	06	50	25	22	25	18	16	16	17	24	22	16	26	26	51	

The intercorrelations for the Third Edition are very similar to those for the Second Edition. Differences of .06 or less accounted for 95% of all the comparisons; with 60% having differences of .03 or less.

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Table 20 shows the results of the factor analysis of the gains items in the Third Edition.

Table 20

Factor Analysis of Gains, Third Edition

	Factor I	Factor II	Factor III	Factor IV	Factor V
VOC	-03	13	07	09	79*
SPEC	15	04	24	17	70*
GENLED	52*	10	07	23	32
CAREER	15	16	06	20	76*
ARTS	67*	04	03	-01	09
LIT	71*	-03	-02	18	-01
WRITE	36	17	-18	49*	14
CMPTS	01	07	07	40*	19
PHILS	68*	28	08	14	03
VALUES	32	63*	07	23	05
SELF	23	72*	01	27	10
OTHERS	23	75*	-01	16	06
TEAM	00	73*	09	17	17
HEALTH	04	62*	23	29	06
SCI	07	13	86*	13	12
TECH	05	08	89*	15	14
CONSQ S/T	18	10	81*	18	11
ANALY	15	19	34	70*	12
QUANT	-01	08	42	66*	10
SYNTH	27	27	14	72*	06
INQ	27	34	04	61*	09
HIST	64*	21	07	20	06
WORLD	67*	18	19	-00	-01

In both the Second and Third Editions there were five factors; with the composition of three of the factors being identical but with some changes in the other two factors. The identical factors in both editions are labeled Personal/Social Development (VALUES, SELF, OTHERS, TEAM, HEALTH), Science/Technology (SCI, TECH, CONSQ S/T), and Vocational Preparation (VOC, SPEC, CAREER). In the Second Edition, the factor labeled General Education, Literature and Arts (GENLED, LIT, ARTS, WRITE, PHILS) has been expanded in the Third Edition by the addition of the two new items related to social sciences (HIST, WORLD). The WRITE scale, however, now moves over to the

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Intellectual Skills factor; and the CMPTS scales, which didn't fit anywhere in the Second Edition factors, now also fits in the expanded Intellectual Skills factor, defined by (ANAL, QUANT, SYNTH, INQ, WRITE, CMPTS).

So, in the Third Edition, the Gains produce the following factors: Factor I General Education, Literature, Arts, and Social Sciences (GENLED, ARTS, LIT, PHILS, HIST, WORLD) Factor II Personal/Social Development (VALUES, SELF, OTHERS, TEAM, HEALTH) Factor III Science/Technology (SCI, TECH, CONSQ S/T) Factor IV Intellectual Skills (WRITE, CMPTS, ANALY, QUANT, SYNTH, INQ) Factor V Vocational Preparation (VOC, SPEC, CAREER).

STABILITY AND CHANGE

It should not be surprising to find that a new population of students, a new set of institutions, and a new period of time would produce at least some modifications in the previously published information about the measures, even though the content and the context of the data are substantially similar. All survey research results come from a particular group of respondents at a particular period of time. If different groups of respondents have generally similar characteristics, then their responses should be generally similar. There may, of course, be changes in the responses of similar groups at different periods of time.

Overall, despite some differences in populations (student and institution) and in the time period, the comparisons between the Second and Third Editions show much similarity. All the activity scales are still highly reliable. All the factor analyses of

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activity scales produce a one factor solution that has loadings typically in the 60s and 80s, suggesting the coherent content of each measure. Where there are differences in factors for activities, environments, or gains they are not differences that change the meaning of what is being measured in any major way.

The most notable differences follow. For the set of activity measures, the elements comprising the academic/scholarly factor have been expanded by adding the intellectual topic of conversation and the information level of student conversations. The personal/social factor is no longer divided between informal interpersonal activities and those showing some group facility location. Science, which had been a single scale factor, is now part of a broader academic, intellectual factor.

For the environment ratings, the previously separate emphasis on the vocational and personal relevance of college, is now part of the more general academic emphasis in the environment. If this relocation is subsequently confirmed by new data, it suggests an interesting and we think beneficial integration.

For the gains, the one notable change is the location of gains in effective writing and gains in knowledge of computers as part of a general intellectual skills factor. Previously, gains in writing were part of the general education, literature and arts factor. My guess is that the current college emphasis on writing tends to be on expository writing, not on imaginative writing. So writing becomes a task of accurate and clear presentation, or an intellectual skill. This interpretation of the data is also

supported by the fact that the population of respondents in the Third Edition included a much smaller number of humanities majors--for example, 18% in the Selective Liberal Arts colleges compared to 27% in the Second Edition norms, 3% in the Comprehensive Colleges and Universities compared to 6% previously, and 7% in the General Liberal Arts colleges compared to 10% in the Second Edition group. Thus, the places where writing as a creative, imaginative activity, as it might be within the humanities, rather than in the sciences or in vocational majors, has declined. With respect to computers, our original expectation was that gains in familiarity would be associated with science, but it was not clearly connected to any factor. Now, in the Third Edition, familiarity with computers fits into the intellectual skills factor. Perhaps what has happened is that the use of computers is now very widespread--for word processing, for library searches, and other non-numerical purposes as well as for data analyses--so that it becomes a general intellectual skill.

Overall, the factor structures in the Third Edition responses tend to be more general, or more broadly defined, than previously. With a much larger and more diverse database in the future, some of the previously differentiated factors may re-emerge, or perhaps new specific factors may emerge. Meanwhile, there is much congruence and continuity in the psychometric properties of the CSEQ, both Second and Third Editions.

ABBREVIATIONS

ACTIVITY SCALE ABBREVIATIONS

LIB	Library Experiences
FAC	Experiences with Faculty
COURSE	Course Learning
AMT	Art, Music, Theater
UNION	Student Union
ATHL	Athletic and Recreation Facilities
CLUBS	Clubs and Organizations
WRITE	Experiences in Writing
PERS	Personal Experiences
STACQ	Student Acquaintances
SCI	Science
RESIDENCE	Campus Residence
CONTPS	Topics of Conversation
CONINFO	Information in Conversation

ENVIRONMENT RATINGS ABBREVIATIONS

SCH	Emphasis on the development of academic, scholarly, and intellectual qualities
ESTH	Emphasis on the development of esthetic, expressive, and creative qualities
CRIT	Emphasis on being critical, evaluative, and analytical
VOC	Emphasis on the development of vocational and occupational competence
PRAC	Emphasis on the personal relevance and practical values of your courses
STU	Relationships with other students, student groups, and activities
FAC	Relationships with faculty members
ADM	Relationships with administrative personnel and offices

GAINS ABBREVIATIONS

VOC	Vocational training--acquiring knowledge and skills applicable to a specific job or type of work
SPEC	Acquiring background and specialization for further education in some professional, scientific, or scholarly field
GENLED	Gaining a broad general education about different fields of knowledge
CAREER	Gaining a range of information that may be relevant to a career
ARTS	Developing an understanding and enjoyment of art, music, and drama
LIT	Broadening your acquaintance and enjoyment of literature
WRITE	Writing clearly and effectively

CMPTS	Acquiring familiarity with the use of computers
PHILS	Becoming aware of different philosophies, cultures, and ways of life
VALUES	Developing your own values and ethical standards
SELF	Understanding yourself--your abilities, interests, and personality
OTHERS	Understanding other people and the ability to get along with different kinds of people
TEAM	Ability to function as a team member
HEALTH	Developing good health habits and physical fitness
SCI	Understanding the nature of science and experimentation
TECH	Understanding new scientific and technical developments
CONSQ S/T	Becoming aware of the consequences (benefits/hazards/dangers/values) of new applications in science and technology
ANAL	Ability to think analytically and logically
QUANT	Quantitative thinking--understanding probabilities, proportions, etc.
SYNTH	Ability to put ideas together, to see relationships, similarities, and differences between ideas
INQ	Ability to learn on your own, pursue ideas, and find information you need
HIST	Seeing the importance of history for understanding the present as well as the past
WORLD	Gaining knowledge about other parts of the world and other people--Asia, Africa, South America, etc.

Intercorrelation of QE Scales

	LIB	FAC	COURSE	AMT	UNION	ATHL	CLUBS	WRITE	PERS	STACQ	SCI	CONTPS	CONINFO
LIB													
FAC	41												
COURSE	36	43											
AMT	30	34	20										
UNION	28	31	22	34									
ATHL	16	22	13	17	36								
CLUBS	29	40	26	36	50	29							
WRITE	40	40	46	25	23	17	24						
PERS	23	38	34	39	37	27	42	38					
STACQ	29	34	30	37	37	36	44	36	51				
SCI	14	21	22	10	16	22	16	18	18	23			
CONTPS	33	38	39	42	28	18	35	31	40	50	32		
CONINFO	34	37	46	33	29	18	33	35	41	50	28	65	

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